REPORT RESUMES

ED 017 688 VT 004 418

A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL. VOLUME TWO. FINAL REPORT.

BY- SWANSON, J. CHESTER
CALIFORNIA UNIV., BERKELEY, SCHOOL OF EDUC.

PUB DATE AUG 67
GRANT OEG-4-6-000542-0001
EDRS PRICE MF-~~$2.75~~ HC-$29.72 ~~741P.~~
$2.50 662 P.

DESCRIPTORS- *VOCATIONAL EDUCATION, *NATIONAL SURVEYS, *STATE DEPARTMENTS OF EDUCATION, TAXONOMY, EDUCATIONAL CHANGE, ROLE PERCEPTION, CRITICAL PATH METHOD, *EDUCATIONAL ADMINISTRATION, LEADERSHIP RESPONSIBILITY, ORGANIZATION, TECHNICAL EDUCATION, PROFESSIONAL PERSONNEL, STATE LAWS, VOCATIONAL EDUCATION TEACHERS, STUDENT ENROLLMENT, EDUCATIONAL PROGRAMS, STATE FEDERAL SUPPORT, INTERVIEWS, *PROGRAM EVALUATION, STAFF ROLE, SELF EVALUATION, MEASUREMENT INSTRUMENTS,

THIS APPENDIX TO VT 004 417 INCLUDES (1) A TAXONOMY OF EDUCATIONAL CHANGE, WHICH DEFINES THE ACTIVITIES OF THE EDUCATIONAL CHANGE PROCESS AND PRESENTS THEM IN CHART FORM, (2) PROGRAM EVALUATION AND REVIEW TECHNIQUE (PERT) GENERAL INFORMATION AND MASTER SCHEDULE REPORTS, WHICH DEFINES TERMS AND EXPLAINS AND ILLUSTRATES A WORK-BREAKDOWN STRUCTURE, WORK SHEET, "WAS-IS" CHART, OUTLOOK ANALYSIS, AND MASTER SCHEDULE WORK REPORTS, (3) TABULATIONS OF DATA FOR THE STUDY OF ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION, WHICH GIVES THE LEGAL BASIS FOR SELECTION OF STATE OFFICERS, ADMINISTRATION, TEACHERS AND STATE STAFF, STUDENT ENROLLMENT, SCHOOLS, AND INCOME AND EXPENDITURES FOR VOCATIONAL EDUCATION IN THE STATES, (4) SUPPLEMENTARY MATERIALS FOR THE STUDY OF PERCEPTIONS OF STATE-LEVEL ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION, WHICH INCLUDES RESPONDENT GROUPINGS DESIGNATIONS, A SUMMARY OF ITEMS AND STATISTICAL ANALYSIS OF CLUSTERS, AND THE GROUP INTERVIEW GUIDE AND ITS STATISTICAL ANALYSIS, (5) SUPPLEMENTARY MATERIALS FOR ANALYSIS OF SELECTED STATE VOCATIONAL-TECHNICAL EDUCATION STAFF POSITIONS, WHICH INCLUDES THE PERSONAL REPORT OF WORK ACTIVITY, AND (6) THE FORMAT AND CRITERIA FOR SELF-ANALYSIS OF STATE AGENCIES FOR VOCATIONAL-TECHNICAL EDUCATION, THE PRELIMINARY DRAFT OF THE STUDY BY ALLEN LEE, PRINCIPAL INVESTIGATOR. (EM)

DOCUMENT FILMED FROM BEST AVAILABLE COPY

ED017688

FINAL REPORT
Project No. 6-2921 - 08
Contract No. OEG-4-6-000542-0001

A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL

VOLUME TWO

August 1967

U.S. Department of
Health, Education, and Welfare

Office of Education
Bureau of Research

VT004418

Acting President of the University

Harry R. Wellman

Chairman of the Board of Regents

Theodore Meyer

Chancellor of the Berkeley Campus

Roger W. Heyns

Dean of the School of Education

Theodore L. Reller

A Nationwide Study of the Administration
of Vocational-Technical Education
at the State Level

J. Chester Swanson . . . . . Coordinator
Allen Lee . . . . Director
Boyd Applegarth . . . . Assistant Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL

VOLUME TWO

Project No. 6-2921
Contract No. OEG-4-6-000542-0001

August 1967

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

School of Education
University of California
Berkeley, California

LIST OF APPENDIXES

Page

I. A Taxonomy of Educational Change (Including Leadership and Involvement) I-1

II. PERT--General Information and Master Schedule Reports II-1

III. Tabulations of Data for the Study of Organization for the Administration of Vocational-Technical Education III-1

IV. Supplementary Materials for the Study of Perceptions of State-Level Administration of Vocational-Technical Education

  A. Respondent Groupings Designations (with Code Numbers) for Comparisons IV-1

  B. Item Selection for Clusters and Level of Significance for Selected Items IV-4

  C. Summary of Items Selected for Clusters IV-6

  D. Analysis of Variance Tests for Differences Among Selected Respondent Groups IV-16

  E. Actual and Ideal Involvement in SDVE Activities, As Indicated by Responses to Section IV Items of the Group Instrument IV-52

  F. Total Group Consensus on Items from the Group Interview Guide Classified by Categories of Consensus IV-54

  G. Consensus and Location of Consensus of SDVE Group and Total Sample on Items from Group Interview Guide IV-56

  H. Means, Standard Deviations, and Reliability Coefficients for Clusters (N=878) IV-62

  I. Means, Standard Deviations, and Reliability Coefficients for Clusters (N=905) IV-63

Page

J. Parameters of the Sample of Respondents to the Group Interview Guide IV-64

K. Respondent Category List and Numerical Designations for Use in Data Processing, Including Frequencies IV-68

L. Group Interview Guide IV-70

M. Response Frequencies of Respondent Groups (Expressed as Percents) IV-114

N. Individual Interview Respondent Categories .. IV-214

O. Individual Interview Guide IV-215

P. Worksheet for Analysis of Individual Interviews IV-218

V. Supplementary Materials for Analysis of Selected State Vocational-Technical Education Staff Positions

A. Personal Report of Work Activity and Instructions V-1

B. Job Description Form V-4

C. A Record of Arbitrary Decisions Concerning Position Analysis V-5

VI. Format and Criteria for Self-Analysis of State Agencies for Vocational-Technical Education VI-1

APPENDIX I

A Taxonomy of Educational Change (Including Leadership and Involvement)

APPENDIX I

A Taxonomy of Educational Change (Including Leadership and Involvement)

Conceptualization of the leadership-change function of the state educational administrative agency was derived and adapted from the taxonomy of educational change presented by Allen Lee* in Conference to Develop In-Service Training Activities for Research Personnel of State Departments of Education, Cooperative Research Project, F-032 (Salem, Oregon State Board of Education, 1964), p. 15.

The activities of the educational change process are:

GOAL SETTING -- Identifying and agreeing upon objectives and ideals in education.

PROBLEM DEFINITION -- Identifying obstacles or unsatisfactory situations hindering the achievement of goals, and needing change or improvement.

RESEARCH -- Seeking new or better methods, materials, and curricula in education.

PROGRAM DEVELOPMENT -- Inventing, designing, and refining combinations of methods, materials, and subject content.

FIELD TESTING -- Determining to what extent materials, methods, and curricula may be successful and desirable by actual trail in existing situations.

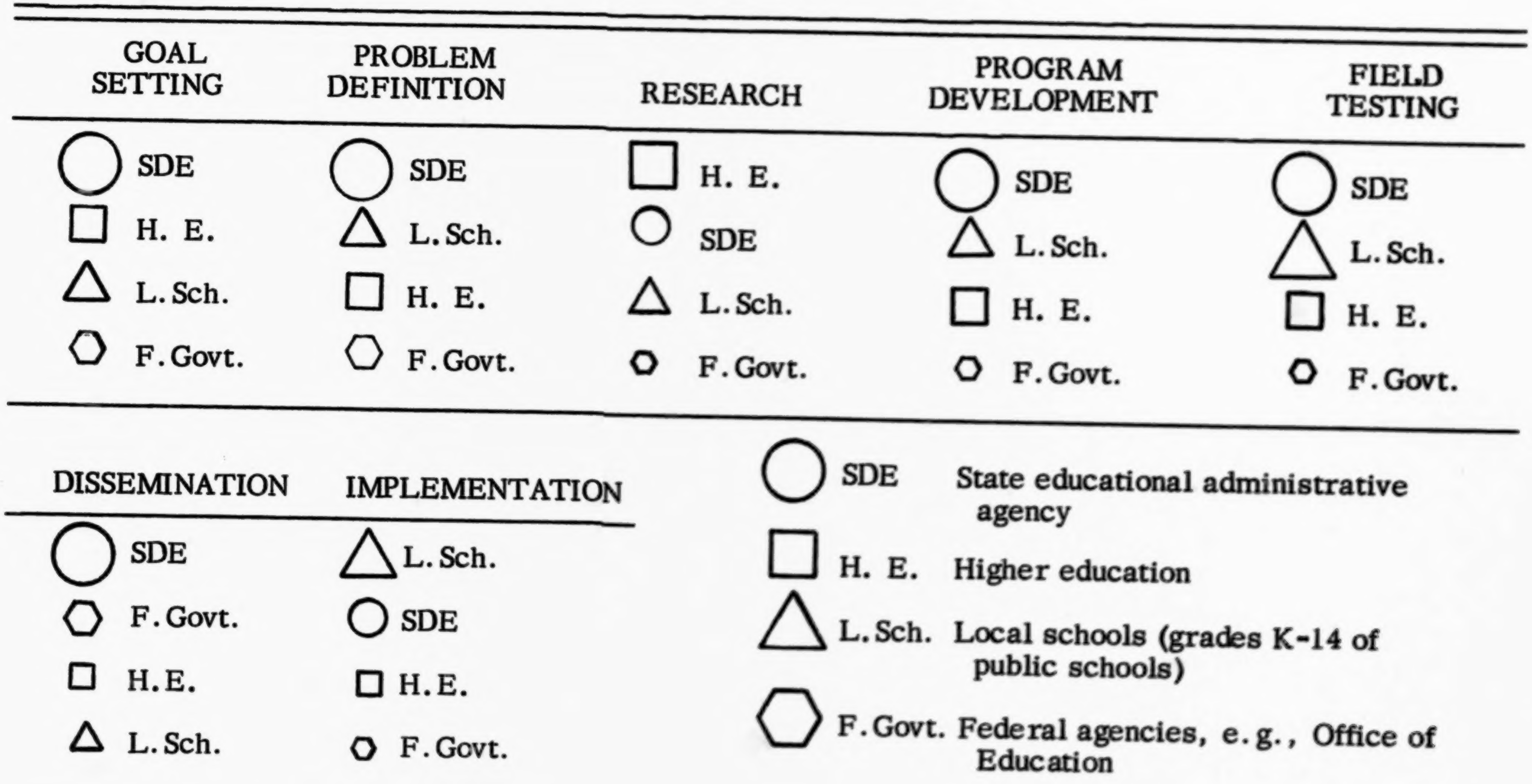
DISSEMINATION -- Distribution of information concerning methods, materials, and curricula in education.

IMPLEMENTATION -- Current practice such as method, materials, curricula, and administration in schools and classrooms.

---

* Development included a series of group and individual discussions including such persons as Dr. Egon Guba (Indiana), Dr. Phil Lambert (Wisconsin), Dr. Jack Culbertson (Ohio), Dr. John Guy Fowlkes (Wisconsin), Dr. Keith Goldhammer (Oregon), and others.

TAXONOMY OF EDUCATIONAL CHANGE


GOAL SETTING
SDE
H. E.
L. Sch.
F. Govt.
PROBLEM DEFINITION
SDE
L. Sch.
H. E.
F. Govt.
RESEARCH
H. E.
SDE
L. Sch.
F. Govt.
PROGRAM DEVELOPMENT
SDE
L. Sch.
H. E.
F. Govt.
FIELD TESTING
SDE
L. Sch.
H. E.
F. Govt.
DISSEMINATION
SDE
F. Govt.
H.E.
L. Sch.
IMPLEMENTATION
L. Sch.
SDE
H.E.
F. Govt.
SDE State educational administrative agency
H. E. Higher education
L. Sch. Local schools (grades K-14 of public schools)
F. Govt. Federal agencies, e.g., Office of Education

NOTE: Symbol size is representative of the amount or extent of responsibility or involvement of each agency in each activity. The process is continuous and repetitive, not linear. Primary responsibility indicated by a large symbol, is to assure that the job gets done. For specific tasks, the alignment of responsibilities may change. Most often, the overall concept should be one wherein the participants (SDE, H.E., L.Schls., and F. Govt.) travel abreast.

APPENDIX II

PERT--General Information and Master Schedule Reports

APPENDIX II

A. General Information

Definition of Terms

Activity: The work effort represented by an arrow on a network. It involves time and resources necessary to complete a task.

Critical Path: The longest path through a network, or the one with the greatest negative or least positive slack. Represented by a double-lined arrow.

Dummy Activity: A non-time-consuming activity, represented by a broken arrow, which constrains the completion of its succeeding event until the completion of its preceding event. A Dummy Activity involves no work.

Earliest Expected Date: Represented by T_E, it is the earliest date an event can be expected to occur. It is computed by summing the t_e's along a path.

Event: Usually represented by a circle, it is a specific point in time which marks the end of an activity or activities. It consumes no time or resources.

Expected Elapsed Time: The best estimate of the time an activity will require. It is represented by t_e.

Interface: The tie between two areas of work.

Interface Event: The event which signifies the transfer of responsibility, end items or information from one area of work to another. It is represented by a hexagon.

Latest Allowable Date: The latest date on which an event can occur without causing delay in the completion of the program. It is represented by T_L.

Master Schedule Event: An important event in a network, it is represented by a square.

Negative Slack: The amount of time in excess of available time on a slack path.

Network: A flow diagram of the activities and events which must be accomplished to reach program objectives. It shows sequence of accomplishment, interdependencies and interrelationships of activities and events.

Positive Slack: The extra time available to accomplish the activities in a given path.

Predecessor Event: An event which signifies the beginning of an activity on a network.

Run: The putting of a program deck and a data deck into a computer to obtain certain results.

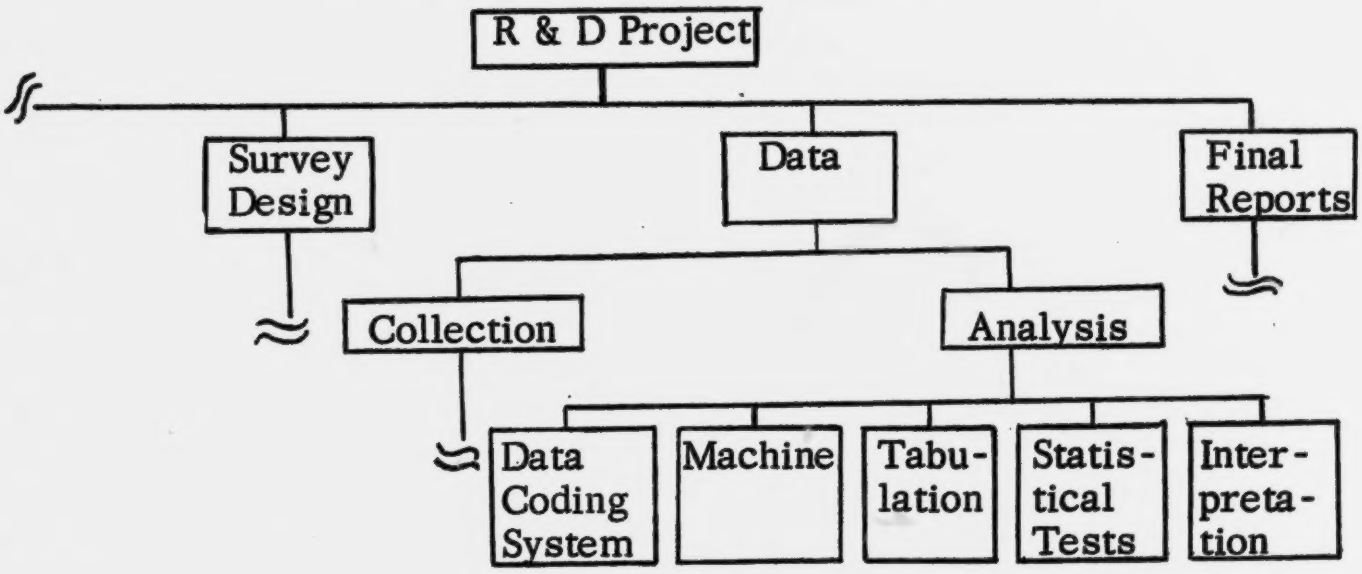
Slack: The difference between the Latest Allowable Date and the Earliest Expected Date. It may be positive, negative or zero.

Slack Path: That path in a network along which all events have the same amount of slack.

Successor Event: The event which signifies the completion of an activity.

Work Package: Work necessary to complete one or more activities.

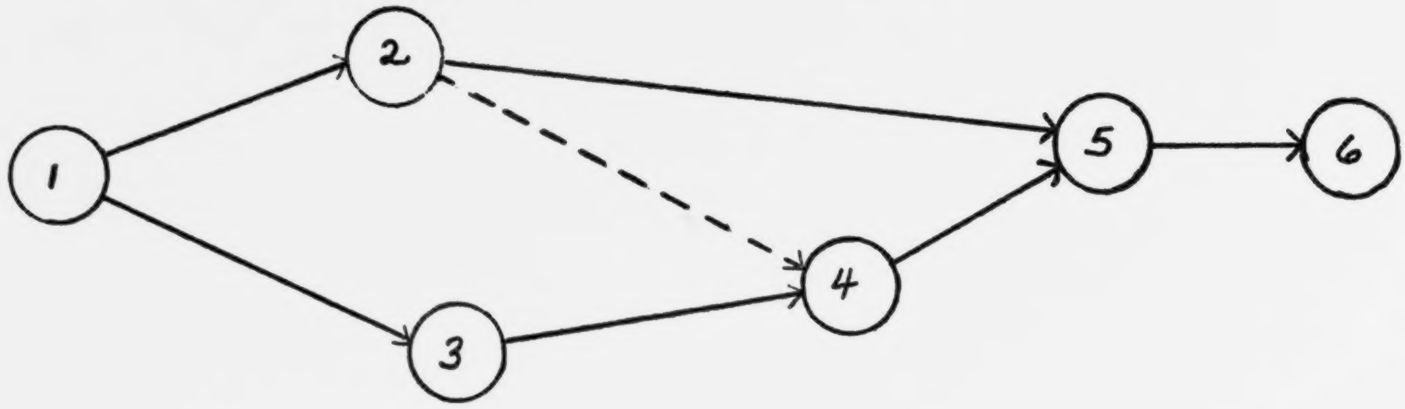
Sample Work-Breakdown Structure


R & D Project
Survey Design
Data
Final Reports
Collection
Analysis
Data Coding System
Machine
Tabulation
Statistical Tests
Interpretation

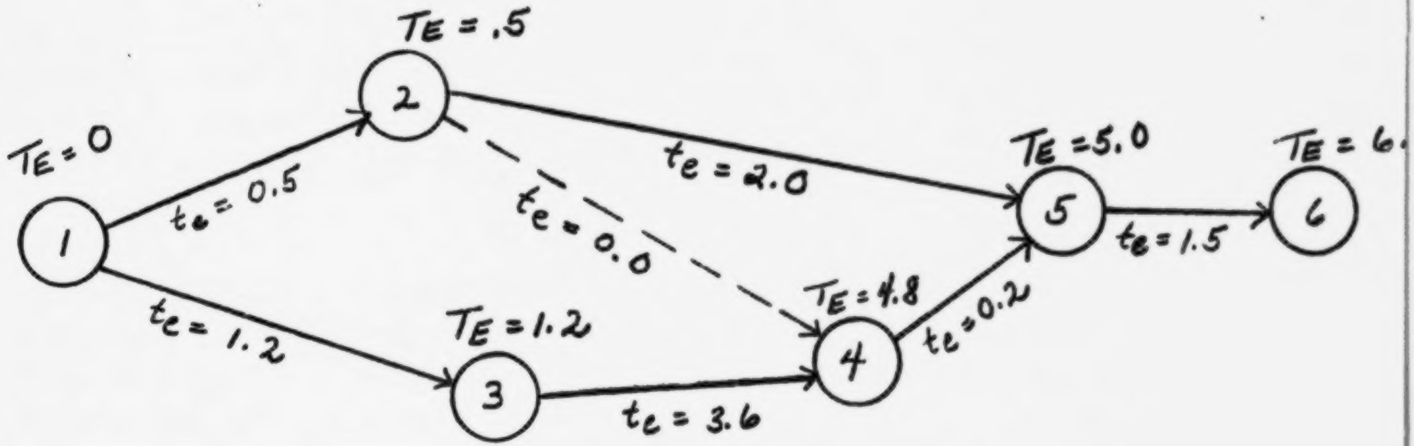
The staff members responsible for each subsystem take their parts of the necessary work and divide it further; first into Work Packages, such as the development of a test or the analysis of collected data, and then into activities which are workable units, such as developing criteria to interpret data or planning a final report draft.

Each of these activities is assigned the amount of time it is expected to take. From these activities a network is drawn, composed of activities and events. An event marks the start or completion of an activity, and as such is a point occupying no time. The events marking the end of the most important activities, or Master Schedule Events, are given a schedule date or dates by which they need to occur in respect to the overall project.

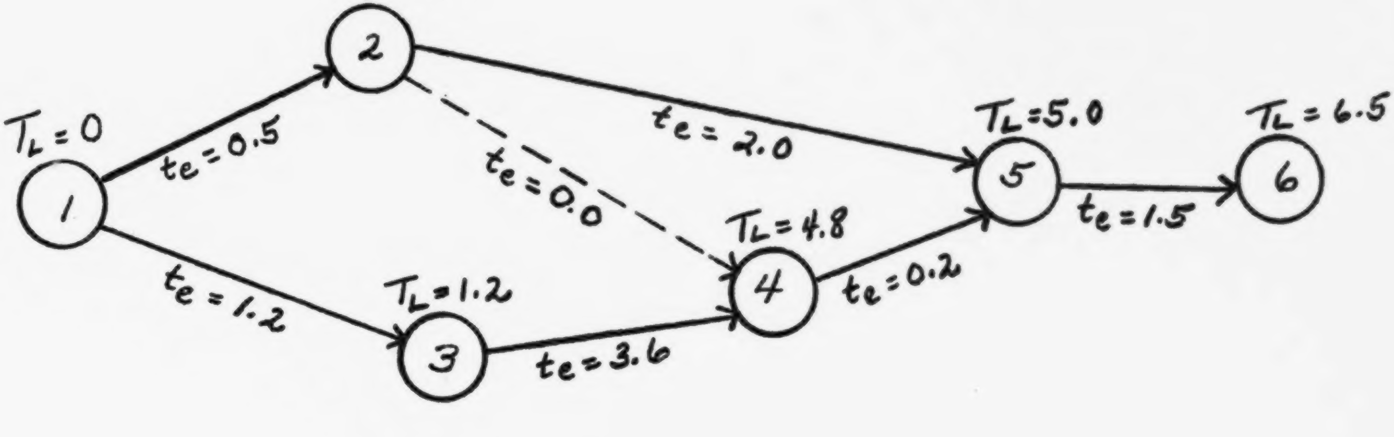
A Sample Network



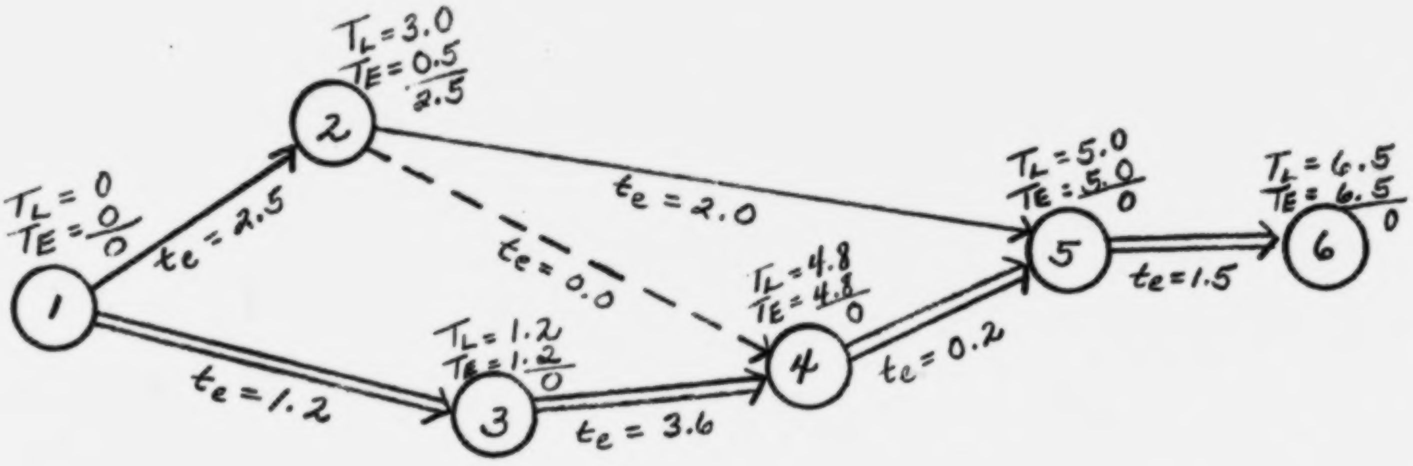
Each arrow represents an activity while each circle represents an event. A broken arrow represents a dummy activity, or one which constrains the completion of the event to which it leads until the event from which it proceeds is finished. An event is complete only when all activities leading to it are finished, and no activity may begin until the event from which it leads is complete. An activity is defined by its preceding and succeeding event number, i.e. activities 2-5 and 4-5 lead into event 5. Event 4 is not complete until both activity 3-4 and dummy activity 2-4 are completed. A square represents a Master Schedule Event. A hexagon represents an interface event, a place where the activities and events in one part of subsystem constrain the activities and events in another part.



Time is given in weeks and tenths of weeks. The t_e is the Expected Elapsed Time for each activity. The T_E is the Earliest Expected Time and is computed by summing the t_e's along the longest path to any given event. The T_L is the Latest Allowable Time and is computed by beginning with the end event and subtracting t_e's of preceding activities. The T_L represents the latest time by which an event must occur in order not to cause a delay in the final event.

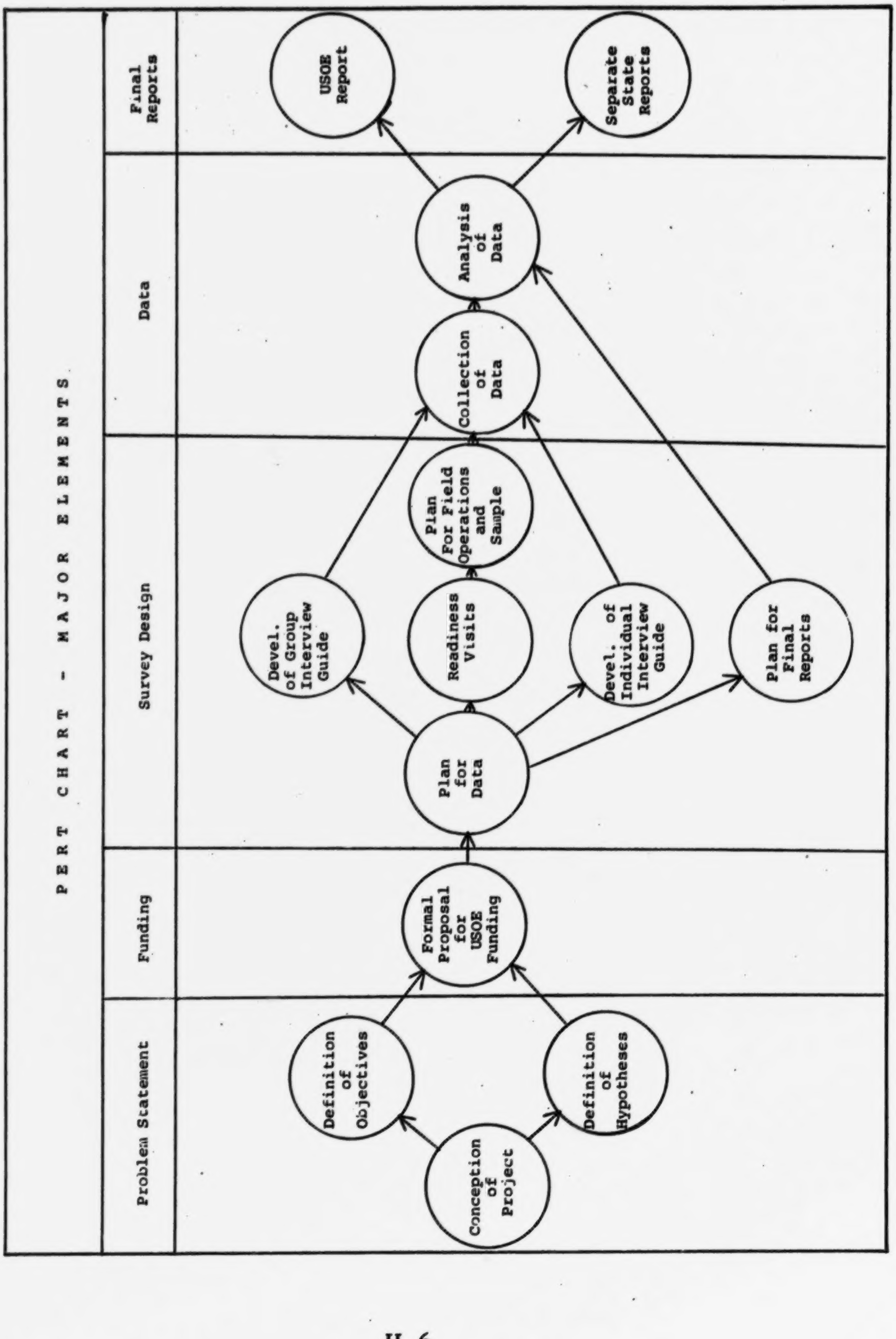


Slack is computed by subtracting the T_E from the T_L. If the result is positive there is extra time available to perform the activity. If the resulting slack is negative, the activity time is in excess of the available time. Zero slack indicates that the work will be done in the time alloted. A slack path is a path through the network on which the events will all have the same slack. The Critical Path is the longest path from beginning to end event, or the one with the least amount of positive (or the largest amount of negative) slack.



Several computer programs are available for use with PERT. The NASA-PERT "C", used with this Project, computes T_L's, T_E's, Slack and Time Remaining (between the report date and the T_L for an activity). It is given the event numbers for an activity, the activity descriptions, and the t_e. It will sort these by predecessor-successor event number, by successor-predecessor event number, by critical path, by expected date, by allowable date, by responsible organization, and by Master Schedule.

The PERT chart, Major Elements, which appears on the following page, was the first network. It is a major overview of the Project from Conception to Final Reports. This network was taken directly from the Work-Breakdown Structure.



PERT CHART - MAJOR ELEMENTS

Problem Statement
Funding
Survey Design
Data
Final Reports
Conception of Project
Definition of Objectives
Definition of Hypotheses
Formal Proposal for USOE Funding
Plan for Data
Devel. of Group Interview Guide
Readiness Visits
Devel. of Individual Interview Guide
Plan for Final Reports
Plan For Field Operations and Sample
Collection of Data
Analysis of Data
USOE Report
Separate State Reports

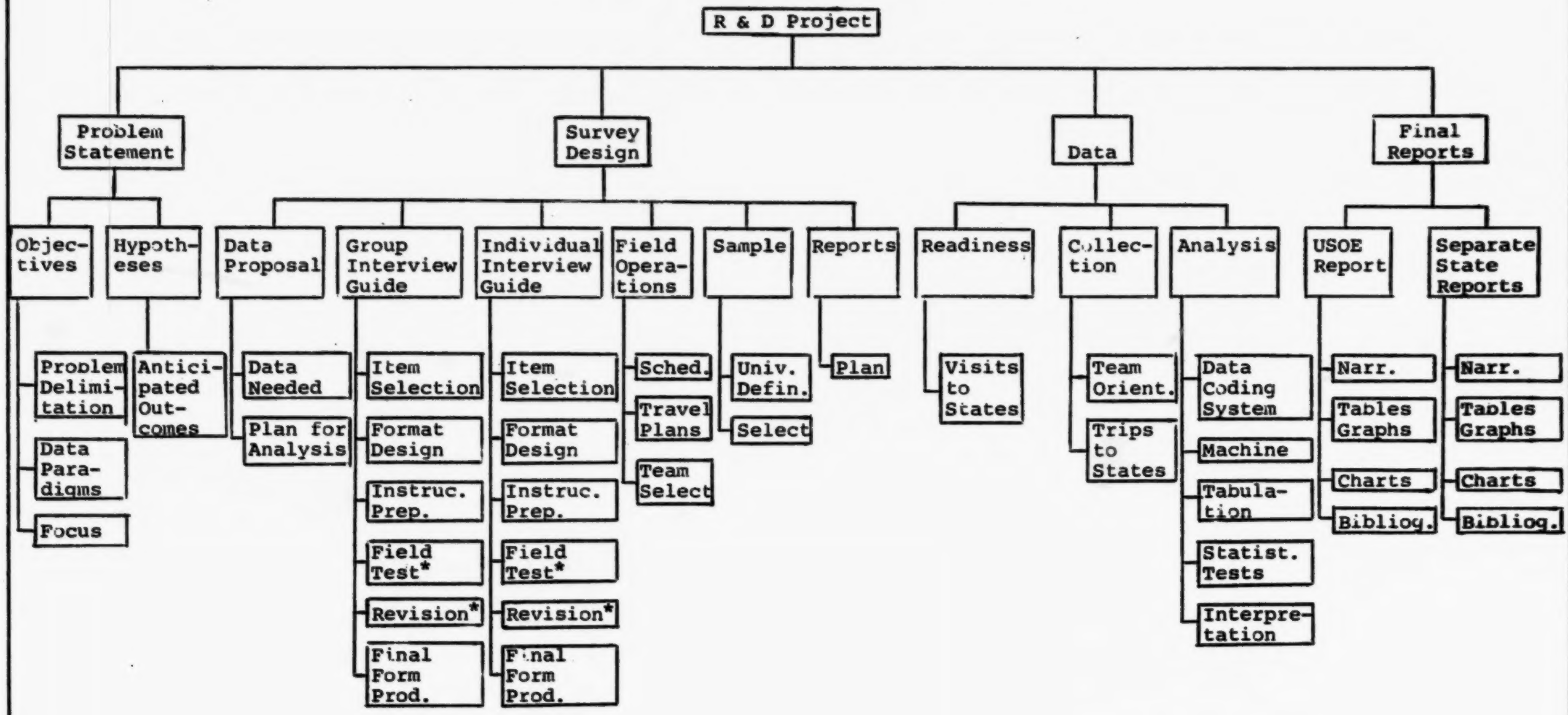
Explanation of Work-Breakdown Charts

The Work-Breakdown Structure and the Pictorial Work-Breakdown Structure are the representations of the first step where the Project was broken down into elements. They take the total Project down four levels to work packages, but not the final level, or activities which make up the work packages. This is done on work sheets, one sheet for each work package.

WORK-BREAKDOWN STRUCTURE

Research and Development Project	Problem Statement	Objectives	Problem Delimitation Data Paradigms Focus
		Hypotheses	Anticipated Outcomes
	Survey Design	Data Proposal	Data Needed Plan for Analysis
		Group Interview Guide Development	Item Selection Format Design Instruction Preparation Field Test Revision of Group Interview Guide Final Form Production
		Individual Interview Guide Development	Item Selection Format Design Instruction Preparation Field Test Revision of Individual Interview Guide Final Form Production
		Field Operations	Schedule Arrangements Travel Arrangements Team Selection
		Sample	Universe Definition Sample Selection
		Reports	Plan for Reports
	Data	Readiness	Visits to States
		Collection	Team Orientation Trips to States
		Analysis	Data Coding System Machine - Usable Form Tabulation Statistical Tests Interpretation
	Final Reports	U. S. O.E. Report	Narrative Tables/Graphs Charts Bibliography
		Separate State Reports	Narrative Tables/Graphs Charts Bibliography

P I C T O R I A L   W O R K   B R E A K D O W N   S T R U C T U R E


R & D Project
Problem Statement
Survey Design
Data
Final Reports
Objectives
Hypotheses
Data Proposal
Group Interview Guide
Individual Interview Guide
Field Operations
Sample
Reports
Readiness
Collection
Analysis
USOE Report
Separate State Reports
Problem Delimitation
Data Paradigms
Focus
Anticipated Outcomes
Data Needed
Plan for Analysis
Item Selection
Format Design
Instruc. Prep.
Field Test*
Revision*
Final Form Prod.
Item Selection
Format Design
Instruc. Prep.
Field Test*
Revision*
Final Form Prod.
Sched.
Travel Plans
Team Select
Univ. Defin.
Select
Plan
Visits to States
Team Orient.
Trips to States
Data Coding System
Machine
Tabulation
Statist. Tests
Interpretation
Narr.
Tables Graphs
Charts
Bibliog.
Narr.
Tables Graphs
Charts
Bibliog.

* Repeated many times.

Explanation of Work Sheet

A Work Sheet was filled out for every work package. In the Input column were listed the items necessary to begin this work package, whether it be another work package or the knowledge of a staff member. Under the Work Package Section were listed the activities into which it was divided. After developing a network, these activities were each assigned their predecessor and successor event numbers. The result of the work package was placed under Output. The activities were networked at the bottom and later assigned numbers, times and schedule dates. After approvals were given, the data was ready to be transferred to cards for the computer.

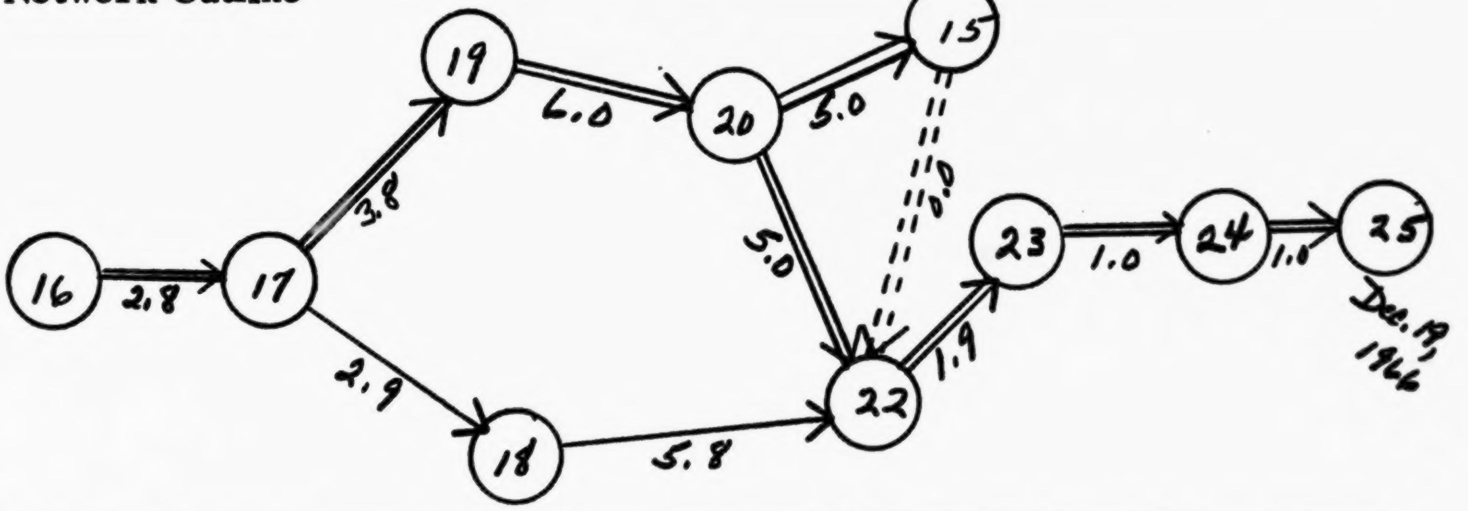
WORK SHEET

Sub-Unit Perceptions & Conceptual Design Responsibility C. Achilles

Work Task Develop Instrument Drafts

Input	Work Package	Output
Time Constraints Data Needs Lit. on Theory and Design Consultant Help in A Instrumentation B Validation PL88-210 Previous Decisions	015-022 Dummy Activity 016-017 Study Lit. to Revise Instrum. 017-018 Develop Format 017-019 Obtain Large Pool of Items 018-022 Write General Instructions 019-020 Reduce Pool of Items 020-015 Test Item Discrimination 020-022 Test Item Validity 022-023 Write Preliminary Draft 023-024 Critique Draft 024-025 Re-Draft	Drafts of Instrument

Network Outline



Approval ____________________ Date ____________________

Explanation of Was-Is Chart

A Was-Is Chart is used to collect data for updating the PERT for a project. Activities are placed in the left-hand column as they were and in the right-hand column with any changes which have been made. Some of these changes may be:

1. From incomplete to complete activity.
2. A new activity which was not there before.
3. An activity which is to be deleted.
4. An activity whose time is increased due to a new time estimate.
5. An activity whose time is decreased due to more resources or a new time estimate.
6. Activities which have been moved to another spot.

After approval, these data are ready to transfer to cards which will supplement or replace some of those in the original data deck of cards.

WAS-IS CHART

Sub-Unit: Perceptions

Responsibility: C. Achilles

Was	Is
0030-016 -- 0030-017 Study literature to revise instrument 2.8	0030-016 -- 0030-022 Study literature to revise instrument 2.8
0030-017 -- 0030-019 Obtain large pool of items 3.8	0030-017 -- 0030-019 Obtain large pool of items 3.0

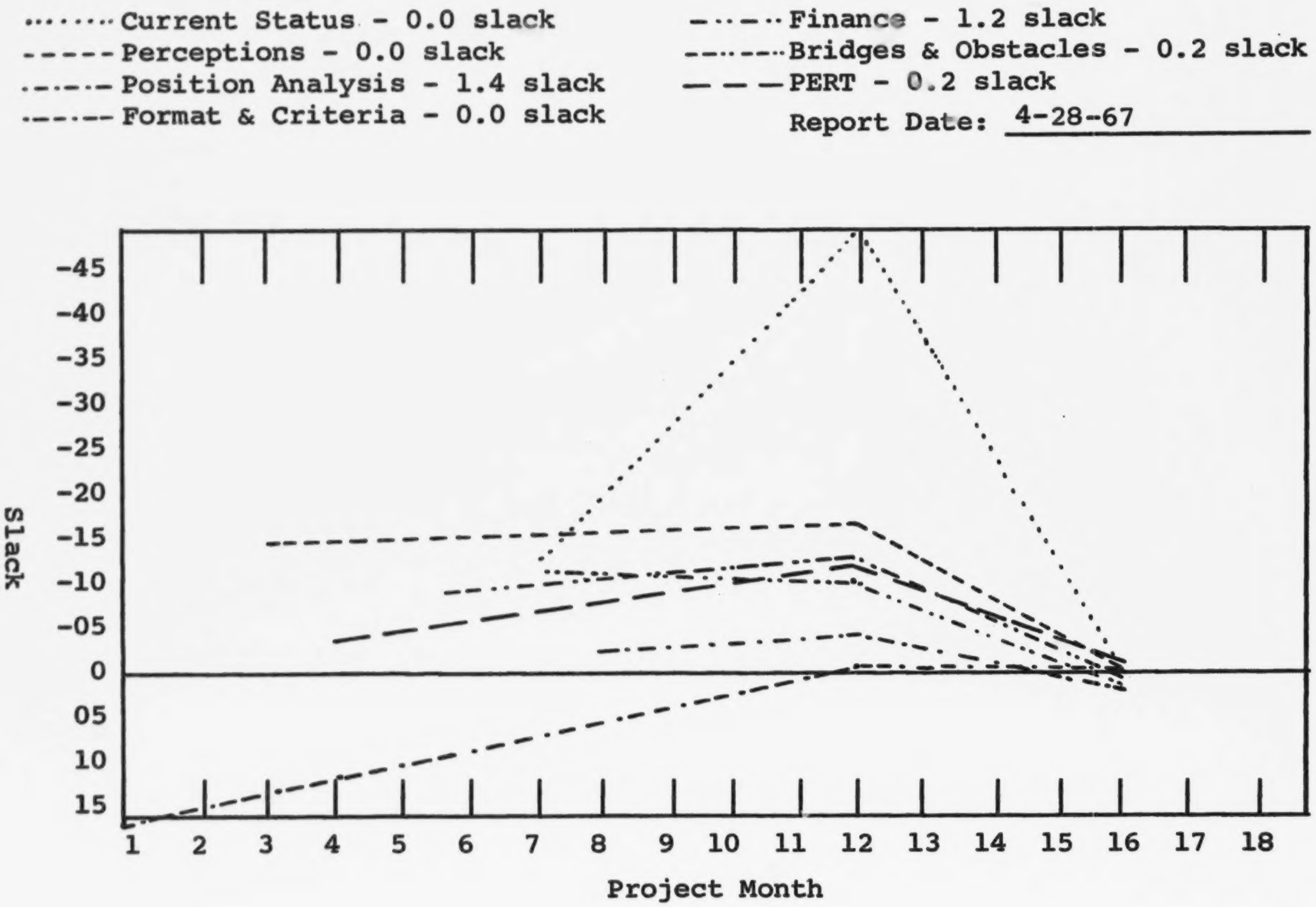
Approval: ______________________

Date: ____________

Explanation of PERT Outlook Report

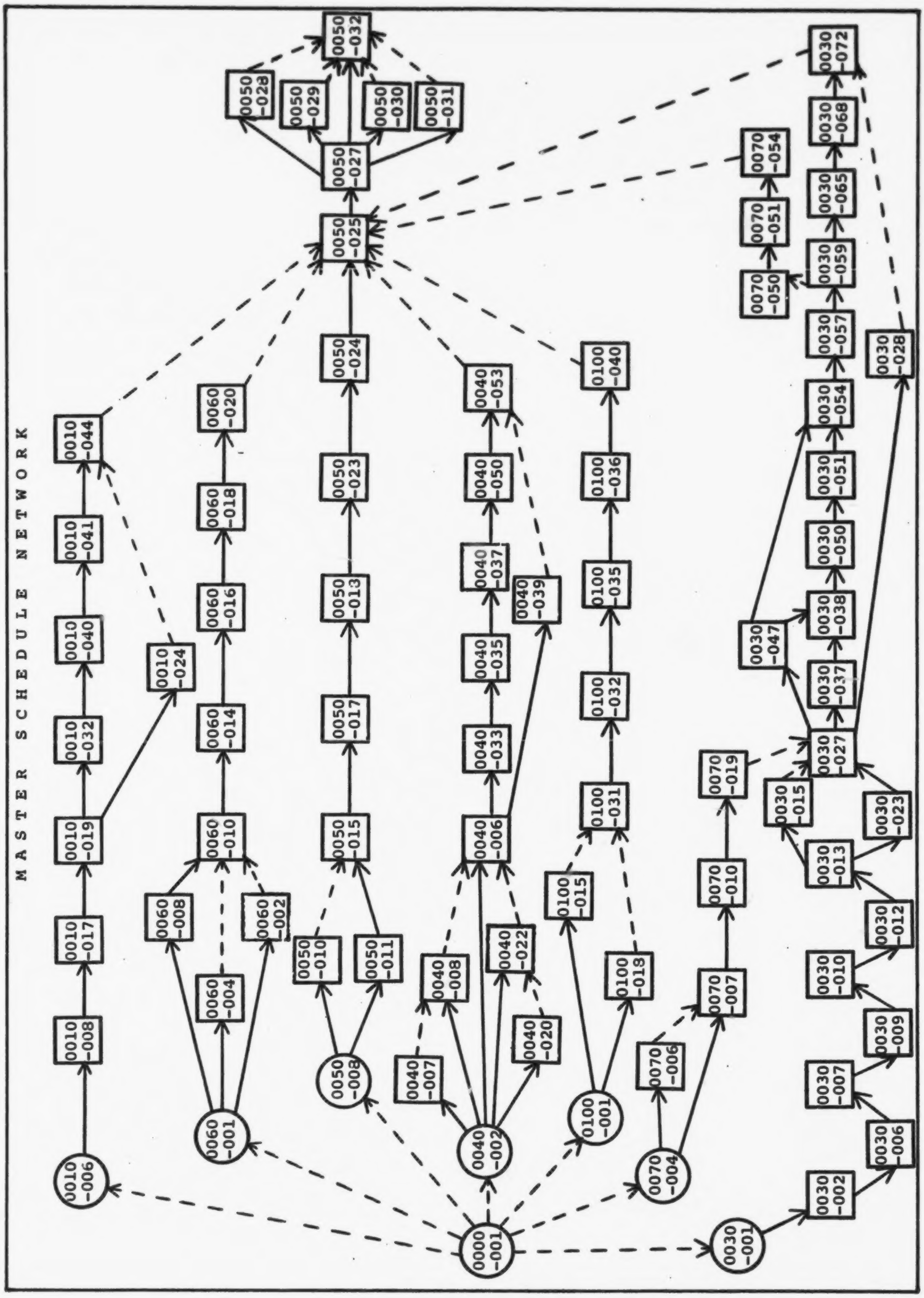
A PERT Project Outlook Report was a line graph showing the status of each sub-unit in regard to slack. The ordinate represented slack. The scale ranged from a positive 15 to a negative 45 weeks. The center line represented zero slack, or the fact that the work would be completed exactly on time. The abscissa represented the months the Project had been operating. Each plot showed a different sub-unit; following the code in the upper left-hand corner. This report was updated with each up-dating of the PERT data. Therefore, only the last report was given, which included all three runs.

PROJECT OUTLOOK REPORT



Explanation of Master Schedule Report

The Master Schedule Report was a listing of all activities which were considered important enough to be milestones on the work-path. These activities were listed on the Master Schedule Report chronologically by their Earliest Expected Date (represented by an arrow with an E above it). The arrow with an A above it represented the Latest Allowable Date. When the Earliest Expected Date preceded the Latest Allowable Date, a positive slack was present for that event. The exact position indicated the amount of extra time (positive slack) available on the particular activity. The Latest Allowable Date preceding the Earliest Expected Date indicated negative slack or the amount of time needed for a particular activity in excess of the time available. Once again the exact position showed the amount of time.



MASTER SCHEDULE NETWORK

0000-001
0010-006
0010-008
0010-017
0010-019
0010-032
0010-040
0010-041
0010-044
0010-024
0060-001
0060-008
0060-004
0060-002
0060-010
0060-014
0060-016
0060-018
0060-020
0050-008
0050-010
0050-011
0050-015
0050-017
0050-013
0050-023
0050-024
0050-025
0050-027
0050-028
0050-029
0050-030
0050-031
0050-032
0040-002
0040-007
0040-008
0040-022
0040-020
0040-006
0040-033
0040-035
0040-037
0040-050
0040-053
0040-039
0100-001
0100-015
0100-018
0100-031
0100-032
0100-035
0100-036
0100-040
0070-004
0070-006
0070-007
0070-010
0070-019
0070-050
0070-051
0070-054
0030-001
0030-002
0030-006
0030-007
0030-009
0030-010
0030-012
0030-013
0030-015
0030-023
0030-027
0030-037
0030-047
0030-038
0030-050
0030-051
0030-054
0030-057
0030-059
0030-065
0030-068
0030-072
0030-028

Explanation of PERT Analysis Report

The PERT Analysis Report was a working chart for the use of the staff with each updating of the PERT data. The PERT Analysis column is filled in with problems which were identified in the PERT output. These were usually negative slack paths, i.e. paths of criticality. The Impact column is filled in by indications of what other problems would be caused by each of these negative slack paths, if they were not corrected. The Alternatives column is filled in with possible ways of correcting the problems. The staff, as a whole, picked out the alternative they thought was the best solution, and listed it under Staff Recommendation. Management Decision is the column for the final top-level decision which was then put into effect.

This chart given for the January, 1966, Run, the only one in which it was used, is the report as it was presented to the staff for consideration.

PERT ANALYSIS REPORT

Report Date: 1-13-67

PERT Analysis	Impact	Alternatives	Staff Recommendation	Management Decision
Current Status 1. major path through data collection -45.6 slack	Will hold up final report	Additional resources or limit nonessential material		
2. path through analyzation -42.6 slack	Will hold up final report	Additional resources or limit nonessential material		
Perceptions 3. path through analyzation -13.6 slack	Will hold up final report	Eliminate nonessential material or parallel tasks		
Bridges and Obstacles 4. path through field test and gathering data -13.3 slack	Will hold up final report	Additional resources or eliminate nonessential material or parallel tasks		
PERT 5. path through gathering data -12.1 slack	Will delay replanning and hold up final report	Eliminate nonessential number of data updates		

PERT ANALYSIS REPORT

Report Date: 1-13-67

PERT Analysis	Impact	Alternatives	Staff Recommendation	Management Decision
Perceptions 6. path through gathering data -12.0 slack	Will hold up final report	Additional resources or eliminate nonessential material or parallel tasks		
Finance 7. path through data gathering -9.0 slack	Will hold up final report	Additional resources or eliminate nonessential material or parallel tasks		
Position Analysis 8. path from writing form-gathering data--sub-unit report -3.5 slack	Will hold up final report	Parallel tasks or additional resources		
Bridges and Obstacles 9. path through analysis & summarization -1.5 slack	Will hold up final report	Additional resources or eliminate nonessential material		
Format & Criteria 10. path through analyzation, summarization & appraisals. -0.5 slack				

B. PERT--Master Schedule Work Reports

MASTER SCHEDULE REPORT

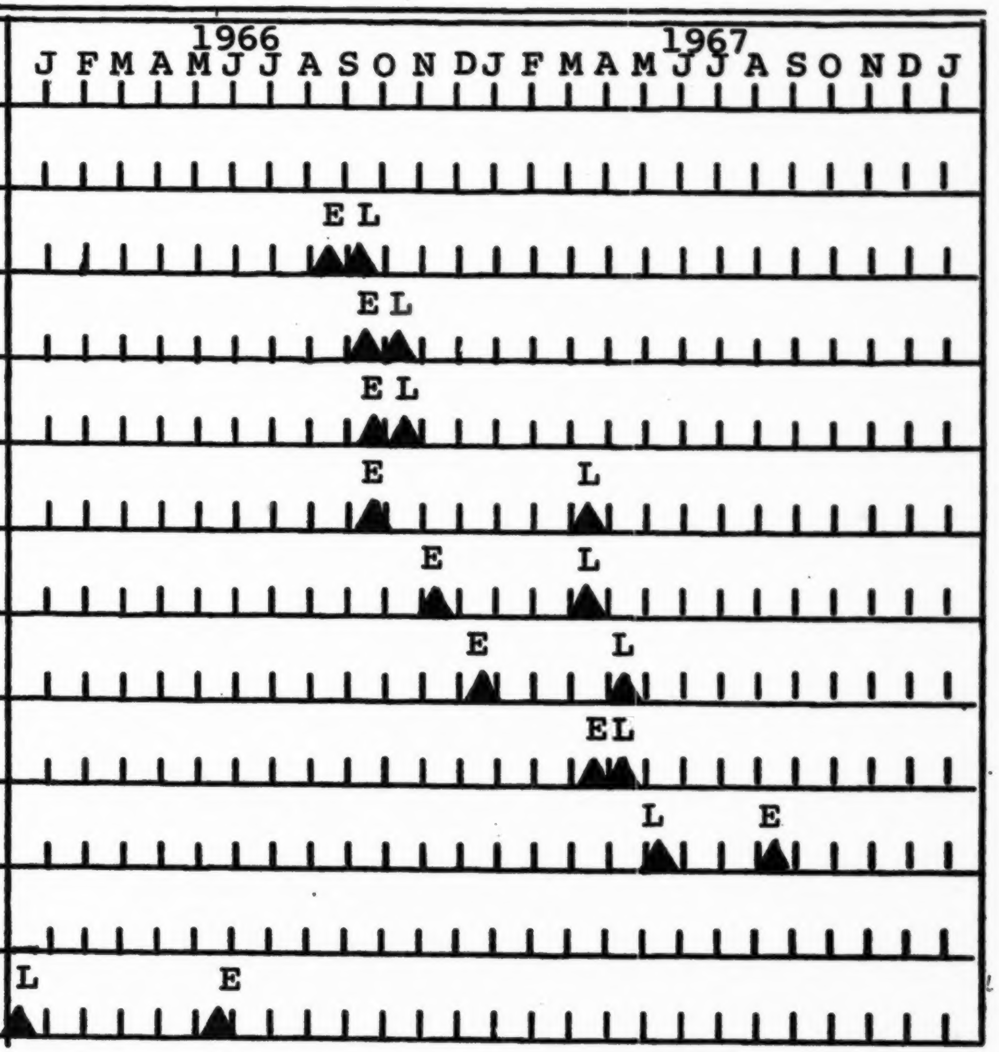
E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date January 1, 1966

Page 1 of 8 Pages

EVENT NUMBERS	DESCRIPTION
	Current Status (0010-)
006-008	Determine Data Needed
008-017	Determine Types of Data Needed
017-019	Prepare Preliminary Draft of Instrument
019-024	Prepare Statement of Anticipated Outcomes
032-040	Analyze Data by All States
040-041	Summarize Data by all States
019-032	Travel to Sources of Data
041-044	Edit Final Draft of Sub-Unit Report
	Perceptions and Conceptual Design (0030-)
001-002	State Sub-Unit Research Problem



MASTER SCHEDULE REPORT

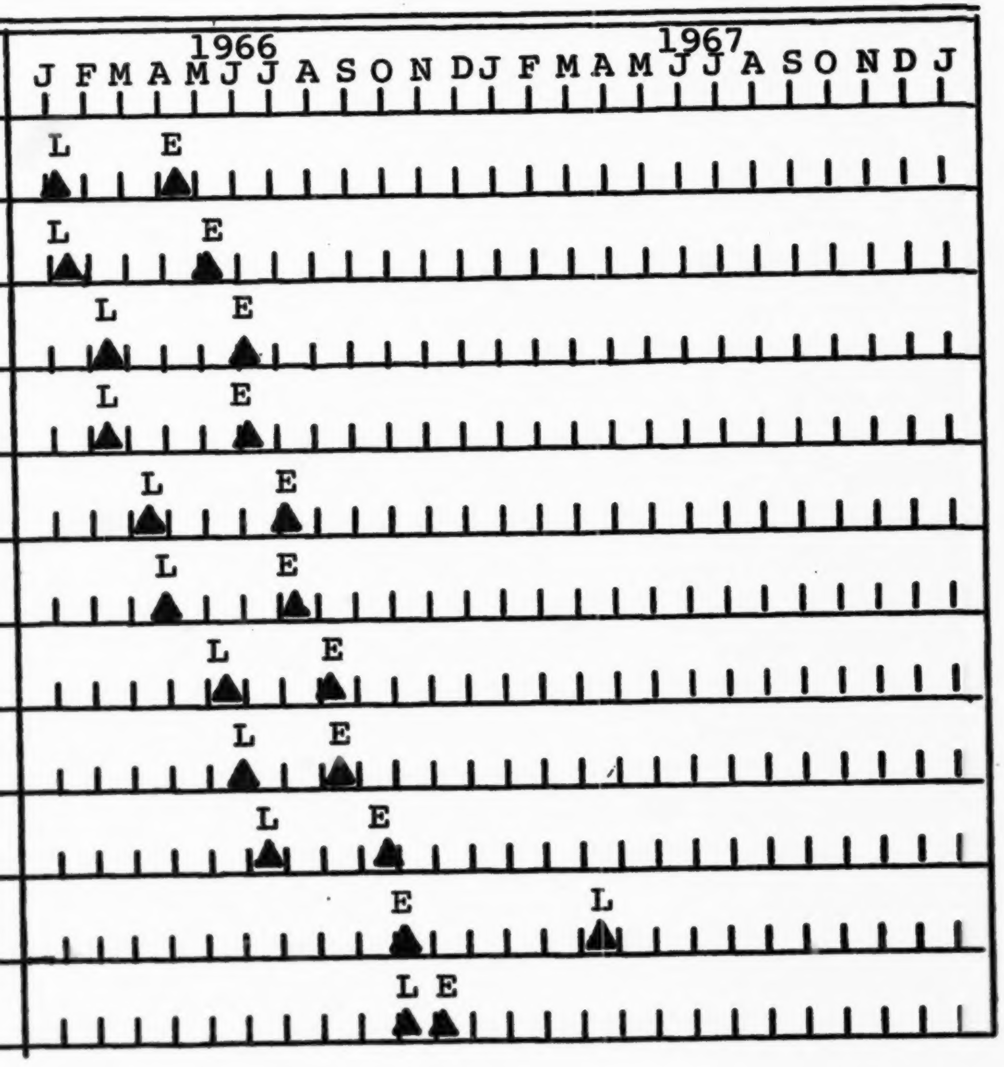
E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date January 1, 1966

Page 2 of 8 Pages

EVENT NUMBERS	DESCRIPTION
002-006	Preliminary Research Design
006-007	Preliminary Plans for Data Collection
007-009	Determine Data Needs for Perceptions
009-010	Determine Data Needs for Expectations
010-012	Preliminary Plans for Sample
012-013	Determine Respondent Data Needed
013-023	Develop Hypotheses as Guidelines
013-015	Determine Sample
023-027	Draft Statement of Anticipated Outcomes
027-028	Develop Plan for Final Report
027-047	Conduct Field Tests



MASTER SCHEDULE REPORT

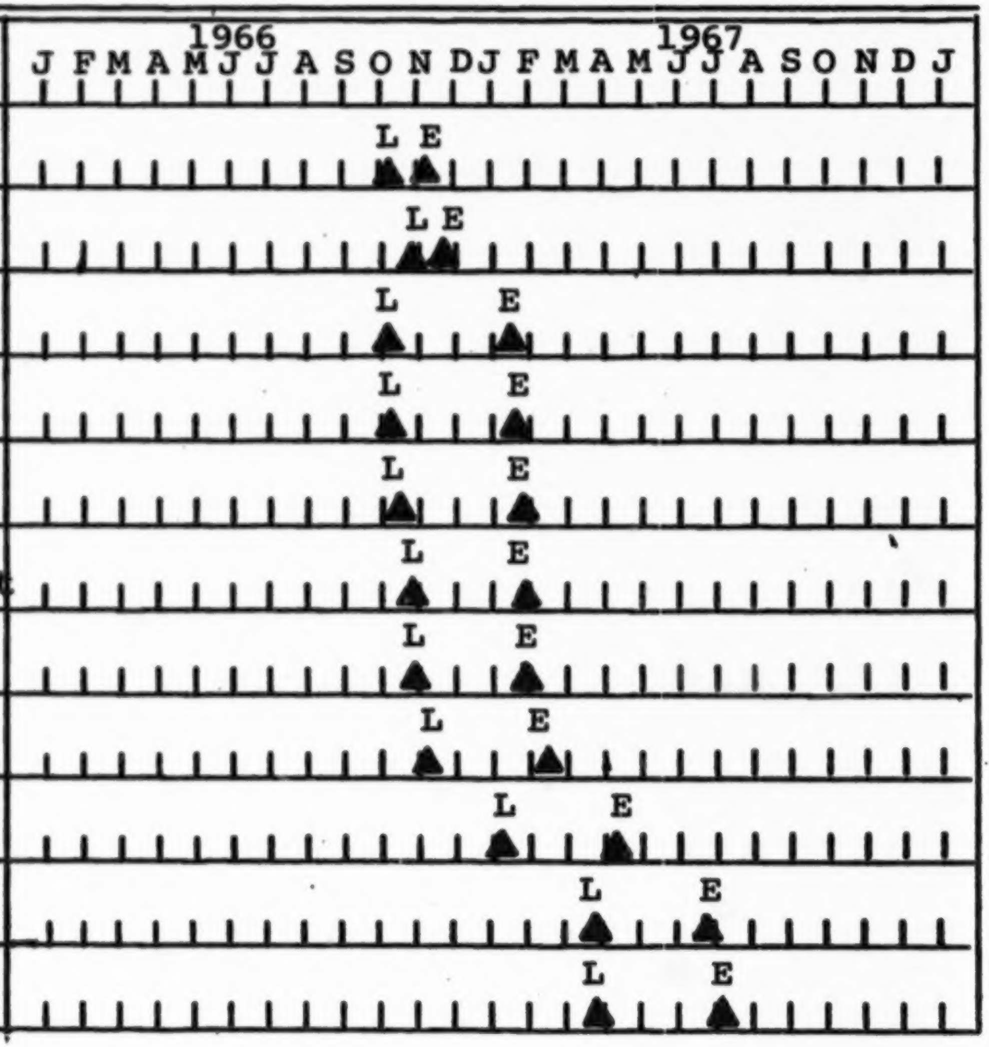
E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date January 1, 1966

Page 3 of 8 Pages

EVENT NUMBERS	DESCRIPTION
047-038	Obtain Results of Field Tests
047-054	Finalize Instruction for Instrument
027-037	Draft of Instrument
037-038	Critique, Redraft Instrument
038-050	Analyze Field Test Results
050-051	Develop New Draft of Instrument
051-054	Final Edit of Instrument
054-057	Bureau of Budget Approval
059-065	Analyze Data by All 50 State
065-068	Summarize by All 50 States
057-059	Collect Data



MASTER SCHEDULE REPORT

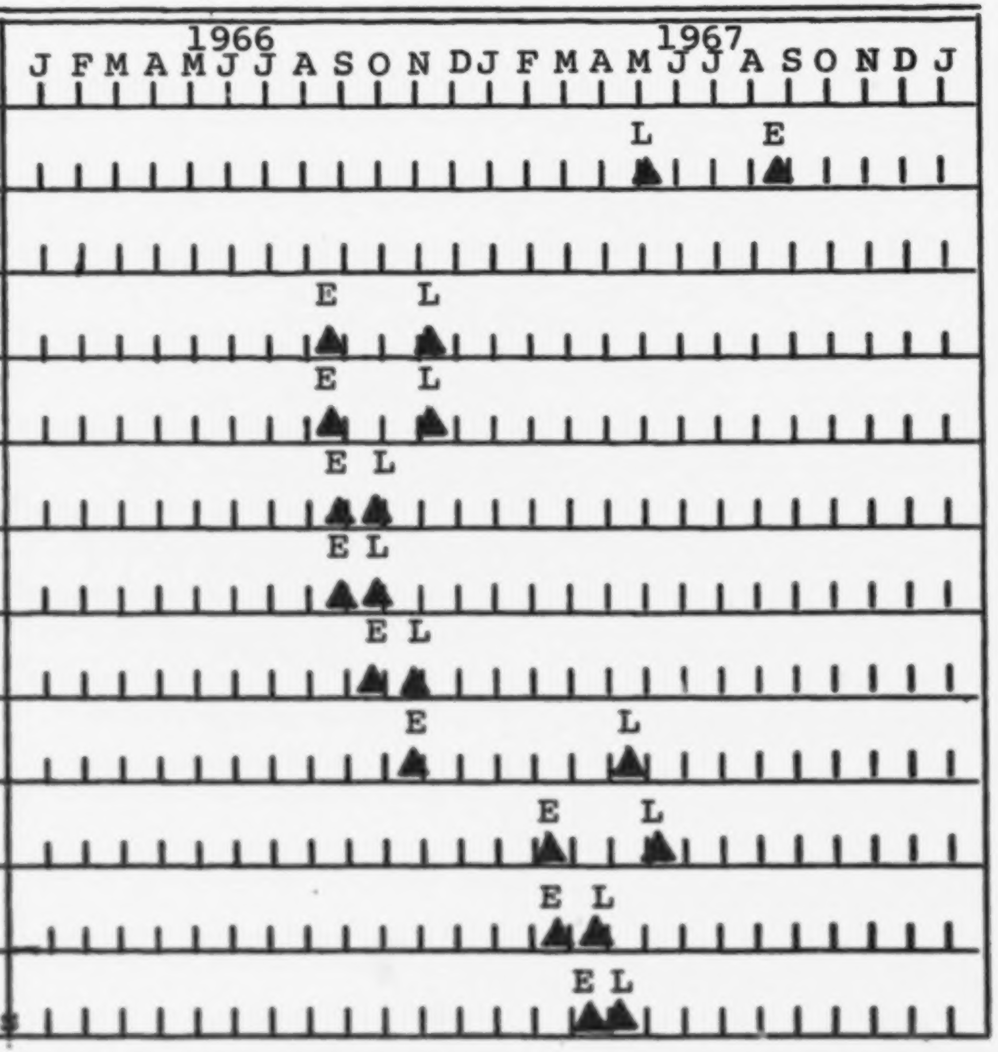
E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date January 1, 1966

Page 4 of 8 Pages

EVENT NUMBERS	DESCRIPTION
068-072	Combine Partial Drafts
	Position Analysis (0040-)
002-020	Develop Tentative Hypotheses
002-022	Develop Ideal Work Role of SDVE
002-007	Secure Job Descriptions from State
902-008	Develop Plans and Forms for Individuals
002-006	Write Statement of Design and Focus
006-039	Prepare Plan for Final Report
006-033	Have Forms Filled In
033-035	Categorize Activities
035-037	Analyze Results by Categories



MASTER SCHEDULE REPORT

E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date January 1, 1966

Page 5 of 8 Pages

						1966														1967						
EVENT NUMBERS	DESCRIPTION	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J
037-050	Summarize by Total																E	L								
050-053	Draft Sub-Unit Report																E		L							
	Format and Criteria (0050-)																									
008-010	Prepare Statement of Anticipated Outcomes			E					L																	
008-011	Develop Data Collecting Guidelines					E			L																	
011-015	Write Design and Focus Statement					E				L																
015-017	Conduct First Workshop					E				L																
017-018	Complete First Tentative Draft								E				L													
018-023	Complete Second Revision										E				L											
023-024	Analyze Data by Field Test													E				L								
024-025	Summarize Data by Third Revision														E				L							

MASTER SCHEDULE REPORT

E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date January 1, 1966

Page 6 of 8 Pages

EVENT NUMBERS	DESCRIPTION						1966												1967							
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J
025-027	Draft Report																			L			E			
027-028	Hold Second Workshop																				L		E			
027-029	Approval by U. Resident Staff																				L		E			
027-030	Approval by CSO Advisory Committee																				L		E			
027-031	Approval by State Directors Advisory Committee																				L		E			
027-032	Approval by Oregon Advisory Committee																				L		E			
	Finance (000-)																									
001-002	Prepare Statement of Design and Focus							L			E															
001-004	Prepare Initial Proposal of Data Needed							L			E															
001-008	Prepare Statement of Anticipated Outcomes							L			E															
008-010	Develop Data Guidelines and Instrument								L		E															

MASTER SCHEDULE REPORT

E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Tecnical Education at the State Level

Report Date January 1, 1966

Page 7 of 8 Pages

							1966												1967							
EVENT NUMBERS	DESCRIPTION	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J
016-018	Summarize Data								E								L									
014-016	Analyze Data								E								L									
010-014	Gather Data											E					L									
018-020	Draft Sub-Unit Report					L															E					
	Bridges and Obtacles (0070-)																									
004-006	Formulating Deign of Sub-Unit						E		L																	
004-007	Determine Scop and Focus						E		L																	
007-010	Determine Infrmation for Obstaces						E		L																	
010-019	Draft Anticipaed Outcomes							E													L					
050-051	Assess Summary by Researcher															E		L								
051-054	Edit Final Drft of Sub-Unit Repot																		L	E						

MASTER SCHEDULE REPORT

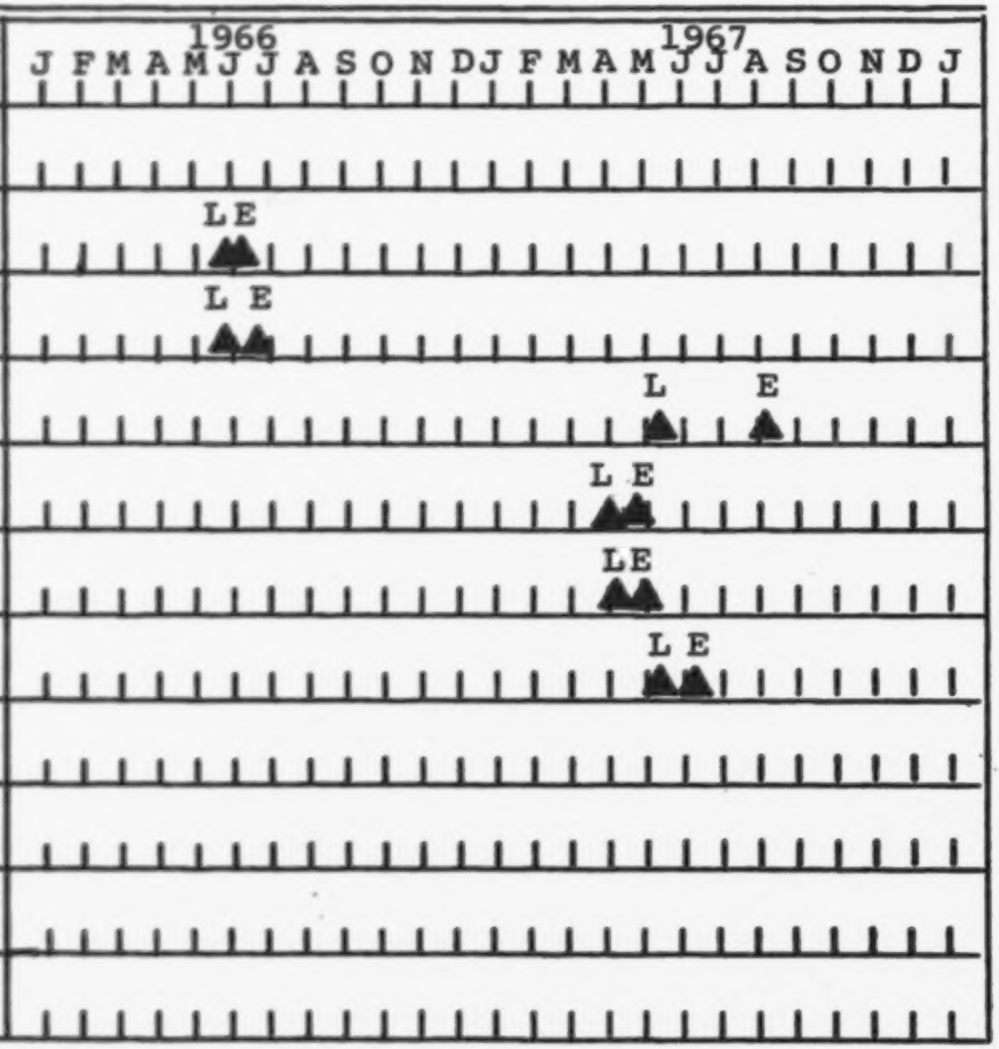
E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date January1, 1966

Page 8 of 8 Pages

EVENT NUMBERS	DESCRIPTION
	PERT (0100-
001-015	Decide Data Needed and Manner
001-018	Plan for Data Procesing Needs
031-032	Gather Data
032-035	Analyze Dat
035-036	Summarize Asembled Data
036-040	Write Secon Draft of Sub-UnitReport



MASTER SCHEDULE REPORT

E = Earliest Expected Date
L = Latest Allowable Date

Proect: A Nationwide Study of
Vocational-echnical Education at the State Level

Report Date January 3, 1967

Page 1 of 8 Pages

EVENT NUMBERS	DESCRPTION	1966												1967												
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J
	Current Stats (0010-)																									
031-033	Anticipated onclusions												E		L											
029-030	Travel to sorces of data									L											E					
035-041	Analyze dat by states													L										E		
036-042	Analyze dat by regions													L										E		
037-043	Analyze datby all 50 states													L										E		
038-044	Analyze dat by source													L										E		
039-045	Analyze dat by similar items													L										E		
040-046	Analyze databy mandatory-permissive tems													L										E		
041-047	Summarize ata by states														L										E	
042-048	Summarize da by regions														L										E	

MASTER SCHEDULE REPORT

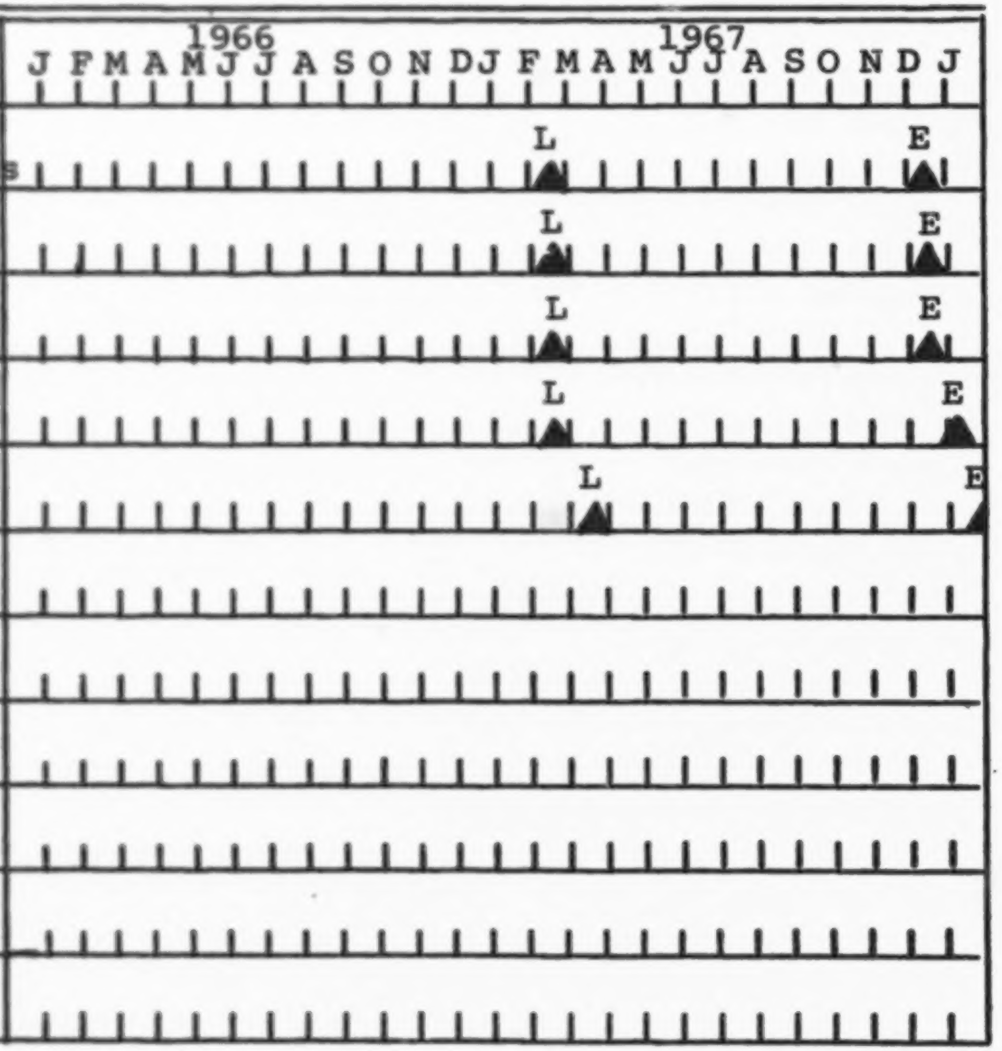
E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date January 13, 1967

Page 2 of 8 Pages

EVENT NUMBERS	DESCRIPTION
043-049	Summarize Data by all 50 States
044-050	Summarize Data by Sources
045-051	Summarize Data by Similar Items
046-052	Summarize Data by Mandatory-Permissive items
055-056	Edit Final Draft of Sub-Unit Report



MASTER SCHEDULE REPORT

E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational Technical Education at the State Level

Report Date January 13, 1967

Page 3 of 8 Pages

EVENT NUMBERS	DESCRIPTION	1966												1967												
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J
	Perception and Conceptual Designs (0030-)																									
055-056	Final edit of instrument								L			E														
056-057	Bureau of Budget Approval of Instrument								L			E														
060-063	Analysis by state													E	L											
061-064	Analysis by region													E	L											
063-067	Summary by state															EL										
064-068	Summary by region															EL										
062-065	Analysis by 50 states													L			E									
059-066	Gather data															L			E							
065-069	Summary by 50 states															L			E							
072-073	Combine partial drafts for first draft of sub-unit rep.																L				E					

MASTER SCHEDULE REPORT

E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date January 13, 1967

Page 4 of 8 Pages

EVENT NUMBERS	DESCRIPTION					1966														1967						
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J
	Position Analysis (0040-)																									
019-020	Develop tentative hypothesis										L	E														
019-022	Develop ideal role statement										L	E														
023-039	Prepare plan for final report											E				L										
032-033	Have forms filled in														L	E										
034-035	Categorize activities														L	E										
036-037	Analyze results by categories															L	E									
038-047	Summarize by states															L	E									
043-048	Summarize by regions															L	E									
044-049	Summarize for levels of job descriptions															L	E									
045-050	Summarize by total															L	E									

MASTER SCHEDULE REPORT

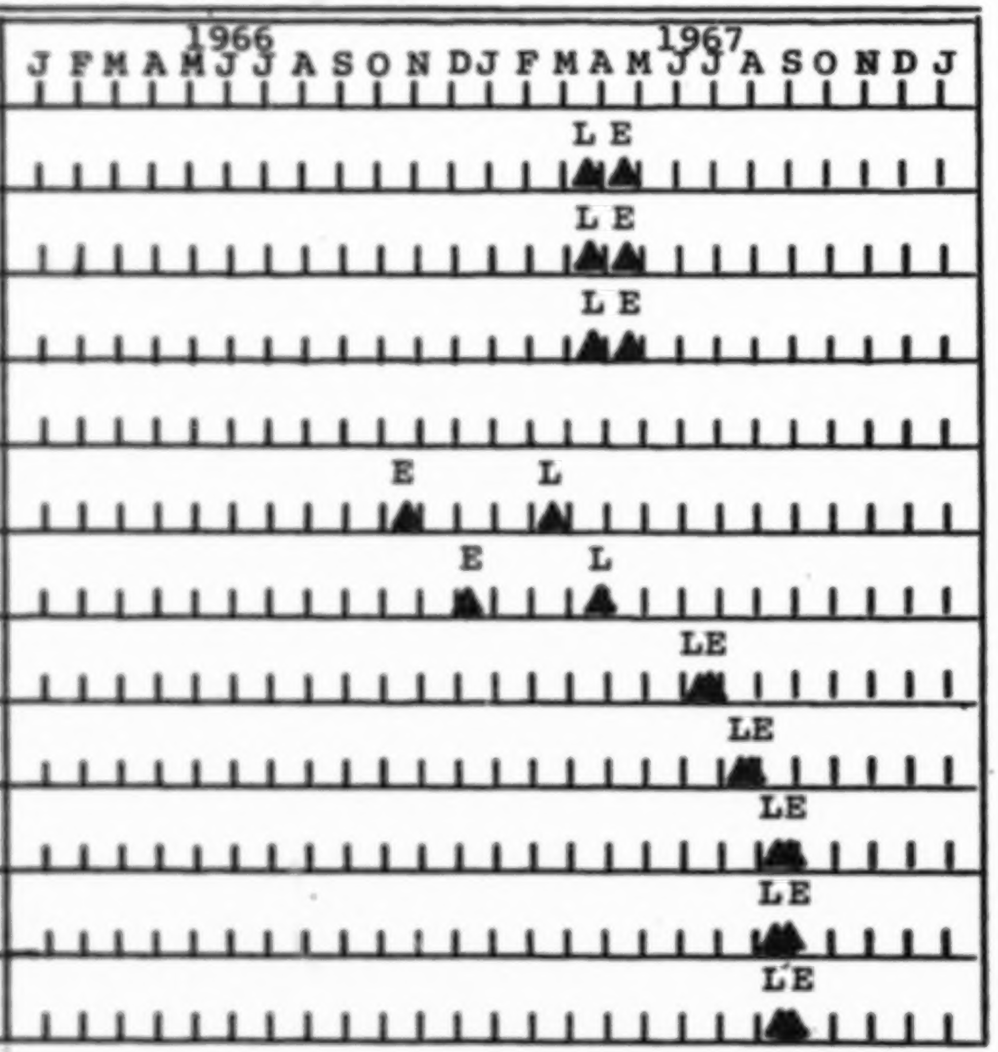
E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date January 13, 1967

Page 5 of 8 Pages

EVENT NUMBERS	DESCRIPTION	1966 J F M A M J J A S O N D 1967 J F M A M J J A S O N D J
046-051	Summarize by other means	L E
051-052	Staff review, revision and approval	L E
052-053	Draft sub-unit report	L E
	Format and Criteria (0050-)	
019-021	Complete first draft	E L
022-023	Complete second revision	E L
023-024	Analyze data	LE
024-025	Summarize data	LE
026-027	Draft sub-unit report	LE
027-028	Hold second workshop	LE
027-029	Approval of report by U.C. resident staff	LE



MASTER SCHEDULE REPORT

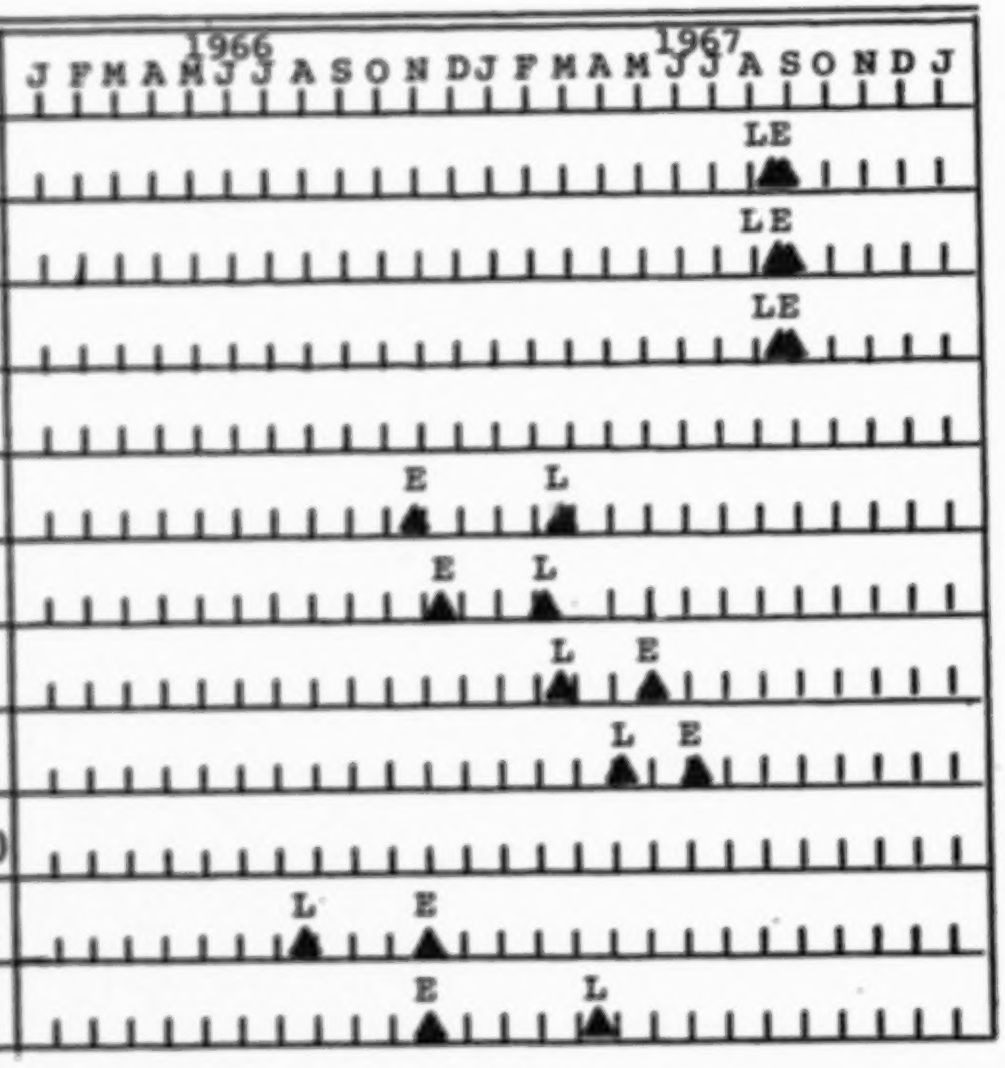
E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date January 13, 1967

Page 6 of 8 Pages

EVENT NUMBERS	DESCRIPTION
027-030	Approval of report by Oregon Advisory Committee
027-031	Approval by C.S.S.O. Advisory Committee
027-032	Approval by State Directors' Advisory Committee
	Finance (0060-)
019-020	Summarize data
017-018	Analyze data
015-016	Gather data
021-022	Draft sub-unit report
	Bridges and Obstacles (0070-)
032-033	Prepare drafts of instrument
035-047	Planning drafts of final report



MASTER SCHEDULE REPORT

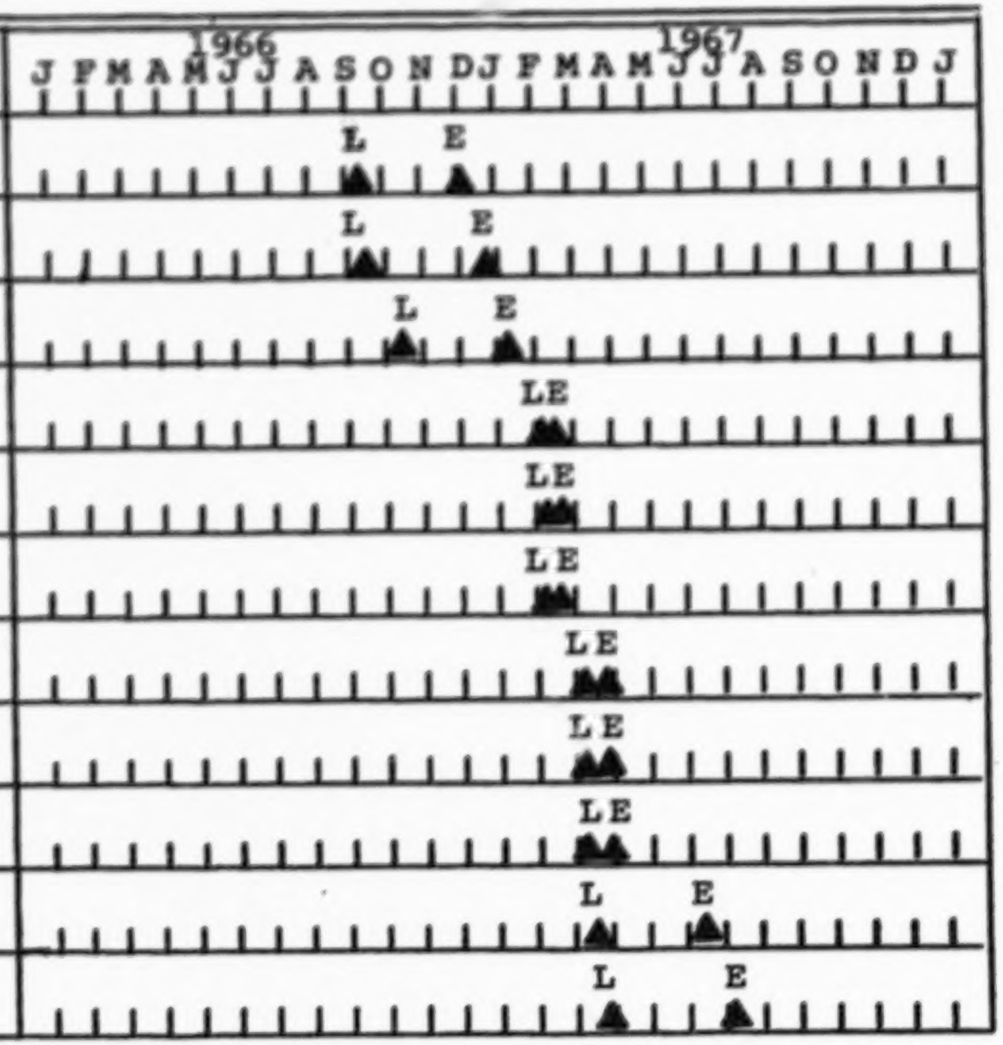
E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date January 13, 1967

Page 7 of 8 Pages

EVENT NUMBERS	DESCRIPTION
059-036	Analyzing Field Test Results
036-037	Redrafting of Instrument
037-038	Secure Bureau of the Budget Approval of Instrument
044-048	Analysis by State
045-049	Analysis by Region
046-050	Analysis by 50 States
048-052	Summary by States
049-053	Summary by Regions
050-054	Summary by 50 States
043-051	Gather Data
056-057	Edit Final D aft of Sub-Unit Report



MASTER SCHEDULE REPORT

E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date January 13, 1967

Page 8 of 8 Pages

EVENT NUMBERS	DESCRIPTION					1966													1967							
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J
	PERT (0100-)																									
032-033	Gather Data														L			E								
034-035	Analyze data															L		E								
035-036	Summarize data															L			E							
040-041	Staff review, revision and approval															L				E						

MASTER SCHEDULE REPORT

E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date April 28, 1967

Page 1 of 3 Pages

EVENT NUMBERS	DESCRIPTION					1966													1967							
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J
	Current Status (0010-)																									
029-035	Travel to Sources of Data																	EL								
046-052	Summarize Data by Total																	EL								
054-055	Compile Drafts of Sub-Unit Report																		EL							
	Perceptions and Conceptual Designs (0030-)																									
059-066	Gather Data																	EL								
062-065	Analyze by State																		EL							
065-069	Summarize by State																		EL							
072-073	Combine Partial Drafts																		EL							
	Position Analysis (0040-)																									
045-046	Summarize Data by Total														E				L							

MASTER SCHEDULE REPORT

E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date April 28, 1967

Page 2 of 3 Pages

EVENT NUMBERS	DESCRIPTION	1966 J F M A M J J A S O N D 1967 J F M A M J J A S O N D J
036-037	Analyze Results by Categories	EL
052-053	Draft Sub-Unit Report	EL
	Format and Criteria (0050-)	
023-024	Analyze Data, Field Test	EL
024-025	Summarize Data, Third Revision	EL
026-027	Compile Final Project Report	EL
028-029	Submit Final Report of U.S.O.E.	EL
	Finance (0060-)	
015-016	Gather Data	EL
019-020	Summarize Data	LE
017-018	Analyze Data	LE

MASTER SCHEDULE REPORT

E = Earliest Expected Date
L = Latest Allowable Date

Project: A Nationwide Study of
Vocational-Technical Education at the State Level

Report Date April 28, 1967

Page 3 of 3 Pages

EVENT NUMBERS	DESCRIPTION	1966 J F M A M J J A S O N D 1967 J F M A M J J A S O N D J
021-022	Draft Sub-Unit Report	EL ▲
	Bridges and Obstacles (0070-)	
050-054	Summarize by Total	EL ▲
056-057	Edit Final Draft of Sub-Unit Report	EL ▲
	PERT (0100-)	
036-037	Summarize Data	LE ▲
040-041	Write Second Draft	LE ▲

APPENDIX III

Tabulations of Data for the Study of Organization for the Administration of Vocational-Technical Education

APPENDIX III--TABULATIONS OF DATA FOR THE STUDY OF ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

Preface

Information for each of the 50 states and Puerto Rico has been organized into ten separate sections which follow. Each State Director of Vocational Education has been given the opportunity to review the materials for his state.

Data have been verified for the following states: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, and Puerto Rico.

Sections I through V of this report reflect the current status as of September 1, 1967, of the legal basis for vocational-technical education, selection of state officers for the administration of vocational-technical education, the position of vocational-technical education in the state administration of education, the organization for the administration of vocational-technical education, and the professional staff for state administration of vocational-technical education.

Sections VI through X present information based upon the year 1965-66 concerning the numbers of teachers in vocational-technical programs, enrollments in vocational-technical programs, comparison of teachers and state staff in vocational-technical programs, schools providing vocational-technical programs and income and expenditures for vocational-technical education.

As soon as data for 1966-67 are made available, this study of the current status of the organization for administration of vocational-technical education at the state level will be so updated.

ALABAMA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Alabama states that "The Legislature shall establish, organize and maintain a liberal system of public schools throughout the state . . ." (Article XIV, Section 256)

The State Board of Education is composed of the Governor, the State Superintendent of Education and one member from each congressional district, to be appointed by the Governor and confirmed by the Senate. (Title 52,6) The State Board of Education "shall exercise, through the State Superintendent of Education and his professional assistants, general control and supervision over the public schools of the state." (Title 52,14)

The state accepts an act of Congress entitled, "An act to provide for the promotion of vocational education . . ." (Title 52,381) and designates the State Board of Education as the State Board for Vocational Education. (Title 52,384)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

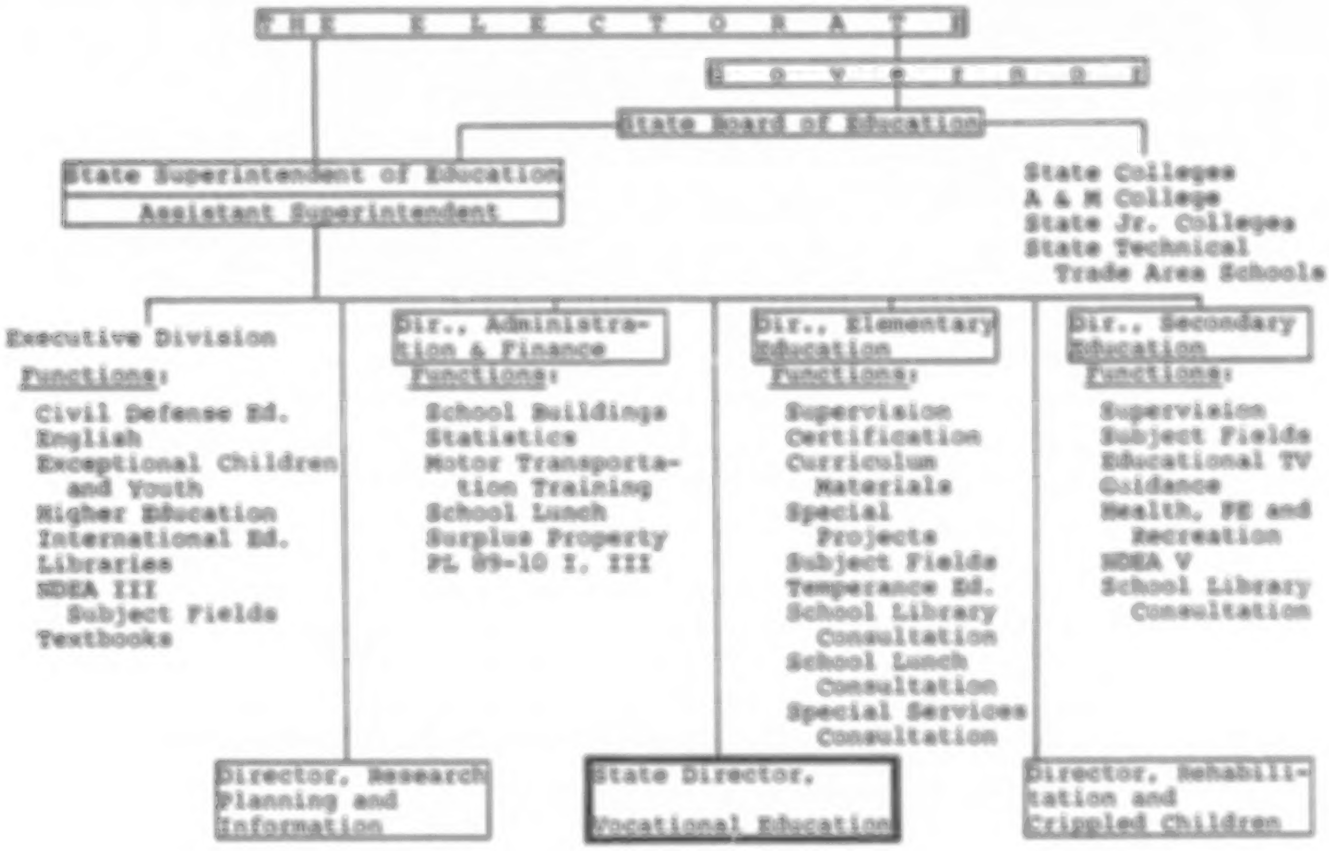
The State Superintendent of Public Instruction

The State Superintendent of Education is the executive officer of the State Board of Education which is designated the State Board for Vocational Education. (Title 52,41) He is elected directly by the people of the state. (Article V, Section 112 and Title 52,41)

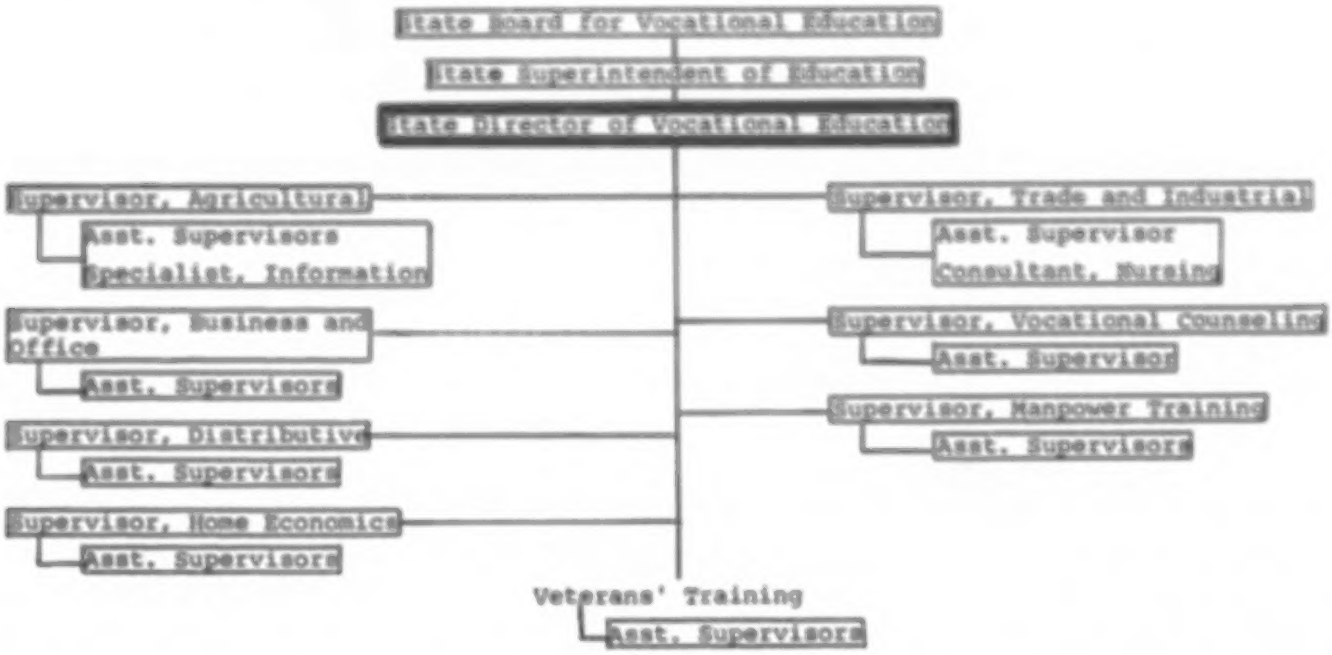
The State Director of Vocational Education

The State Director of Vocational Education is responsible for the administration of the state program of vocational education. He is appointed by the State Board of Education upon the nomination of the State Superintendent of Instruction.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Superintendent of Education
Assistant Superintendent
State Colleges
A & M College
State Jr. Colleges
State Technical
Trade Area Schools
Executive Division
Functions:
Civil Defense Ed.
English
Exceptional Children and Youth
Higher Education
International Ed.
Libraries
NDEA III
Subject Fields
Textbooks
Dir., Administration & Finance
Functions:
School Buildings
Statistics
Motor Transportation Training
School Lunch
Surplus Property
PL 89-10 T. III
Dir., Elementary Education
Functions:
Supervision
Certification
Curriculum Materials
Special Projects
Subject Fields
Temperance Ed.
School Library Consultation
School Lunch Consultation
Special Services Consultation
Dir., Secondary Education
Functions:
Supervision
Subject Fields
Educational TV
Guidance
Health, PE and Recreation
NDEA V
School Library Consultation
Director, Research Planning and Information
State Director, Vocational Education
Director, Rehabilitation and Crippled Children

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Education
State Director of Vocational Education
Supervisor, Agricultural
Asst. Supervisors
Specialist, Information
Supervisor, Business and Office
Asst. Supervisors
Supervisor, Distributive
Asst. Supervisors
Supervisor, Home Economics
Asst. Supervisors
Supervisor, Trade and Industrial
Asst. Supervisor
Consultant, Nursing
Supervisor, Vocational Counseling
Asst. Supervisor
Supervisor, Manpower Training
Asst. Supervisors
Veterans' Training
Asst. Supervisors

(Alabama)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

Director, Division of Vocational Education		1
Supervisors		8
Vocational Guidance	1	
Research and Information	1	
Special Federal Programs	1	
Agriculture	1	
Business and Office	1	
Distributive Education	1	
Home Economics	1	
Trade and Industry	1	
Assistant Supervisors		12
Special Federal Programs	3	
Agriculture	3	
Home Economics	3	
Trade and Industry	1	
Veterans Training	2	
Consultants		1
Nursing Education	1	
TOTAL		22

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		(300)*	-	(81)	-	381	21
Merchandising		(50)	-	(29)	-	79	4
Health		-	(20)	(98)	-	118	6
Office		(103)	-	(137)	-	240	14
Technical		-	(30)	(69)	-	99	5
Industrial		(436)	-	(487)	(9)	932	50
Others		-	-	-	-	-	-
Total	Number	(889)	(50)	(901)	(9)	1849	-
	Percent	48	3	49	½	-	100
Full-time							
Part-time							

*Figures in parentheses are estimates only.
(Alabama)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		24356	-	16508	-	40864	48
Merchandising		1284	70	802	-	2156	3
Health		677	-	2409	-	3086	4
Office		5245	956	739	-	6940	8
Technical		206	1201	1276	-	2683	3
Industrial		7258	118	21562	171	29109	34
Others		-	-	-	-	-	-
Total	Number	39026	2345	43296	171	84838	-
	Percent	46	3	51	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers SDVE Staff
		Full-time	Part-time	Total		
Agriculture		11	-	11	381	35
Merchandising		4	-	4	79	20
Health		1	-	1	118	118
Office		5	-	5	240	48
Technical		-	-	-	99	-
Industrial		10	12	22	1932	88
Others		-	-	-	-	-
Total	Number	31	12	43	1849	43
	Percent	73	27	100	-	-

(Alabama)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	458	Community or Junior Colleges	1
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	2	Universities or Colleges	1
Total Secondary Schools	460	Total Post-Secondary Schools	2
Combination Secondary and Post-Secondary Schools	23	TOTAL	485

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	2,558,000	30	7,322,000	41	62
State Funds	4,947,000	57	6,364,000	35	10
Federal Funds	1,121,000	13	4,345,000	24	96
TOTAL	8,626,000	100	18,031,000	100	89

Expenditures	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	460,000	5	648,000	3	14
Teacher Education Institutions	50,000	1	92,000	1	28
TOTAL for State Agencies	510,000	6	740,000	4	15
Schools:					
Capital Outlay	179,000	2	4,076,000	23	728
Current Expenses	7,937,000	92	13,215,000	73	22
TOTAL	8,116,000	94	17,291,000	96	38
TOTAL—All Agencies	8,626,000	100	18,031,000	100	89

* Data for 1965-66 have not been fully verified and may contain minor errors. (Alabama)

ALASKA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Alaska states that "The Legislature shall, by general law, establish and maintain a system of public schools open to all children of the state . . ." (Article VII, Section 1)

There is created a Department of Education which includes "the Commissioner of Education, the State Board of Education, and the staff necessary to carry out the functions of the department." (Title 14.07.010) The State Department of Education is composed of six members, appointed by the Governor, confirmed by the Legislature, and based on a consideration of recommendations made by recognized educational associations. (Title 14.07.090)

The state accepts an act of Congress entitled, "An act to provide for the promotion of vocational education . . ." (Title 14,35.010) and designates the State Board of Education as the State Board for Vocational Education. (Title 14.35.020)

The Alaska State Plan for Vocational Education was submitted by the State Board for Vocational Education in July, 1966. It follows closely an outline of a suggested plan by the U.S. Office of Education.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

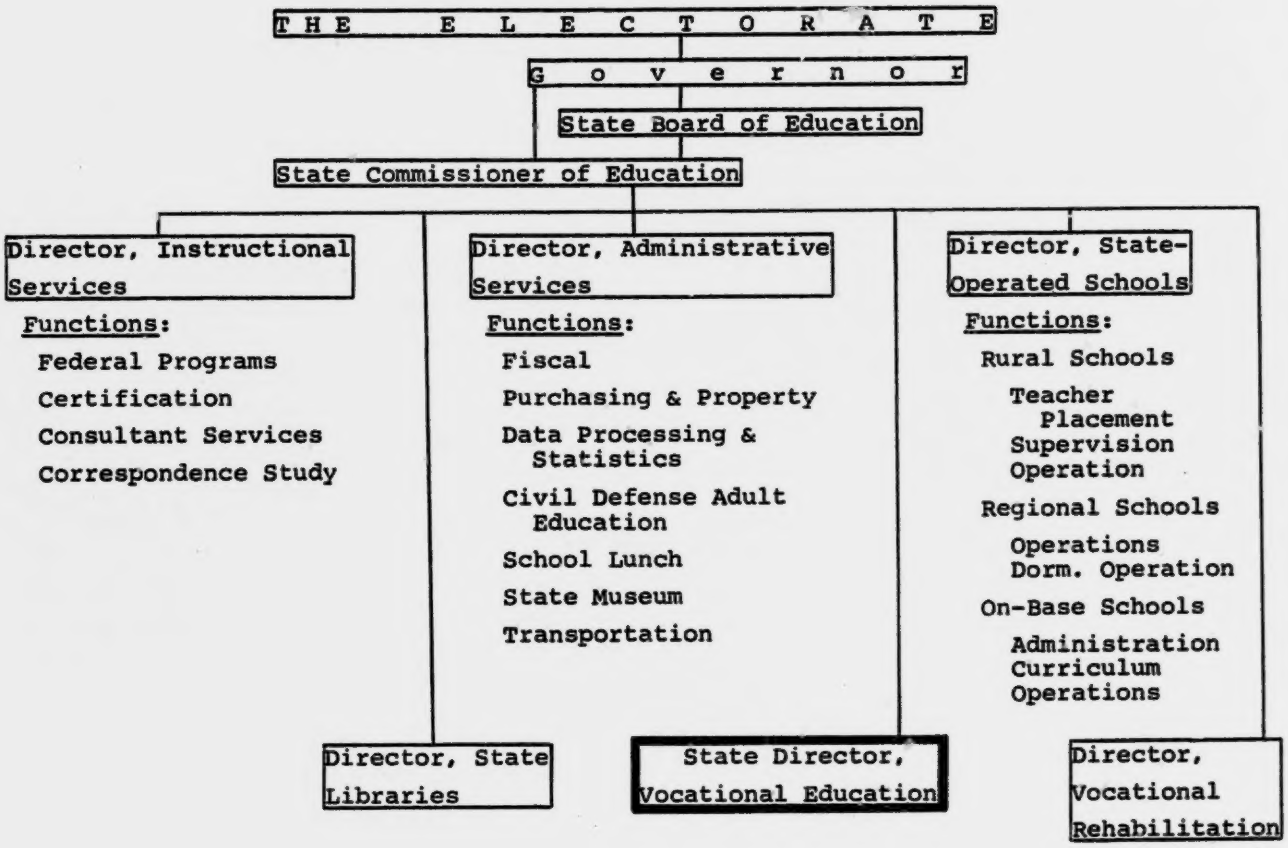
The State Superintendent of Public Instruction

The State Commissioner of Education is the executive officer of the State Board of Education which is designated as the State Board for Vocational Education. He is selected by the State Board and confirmed by the Governor for a five-year term. He can succeed himself.

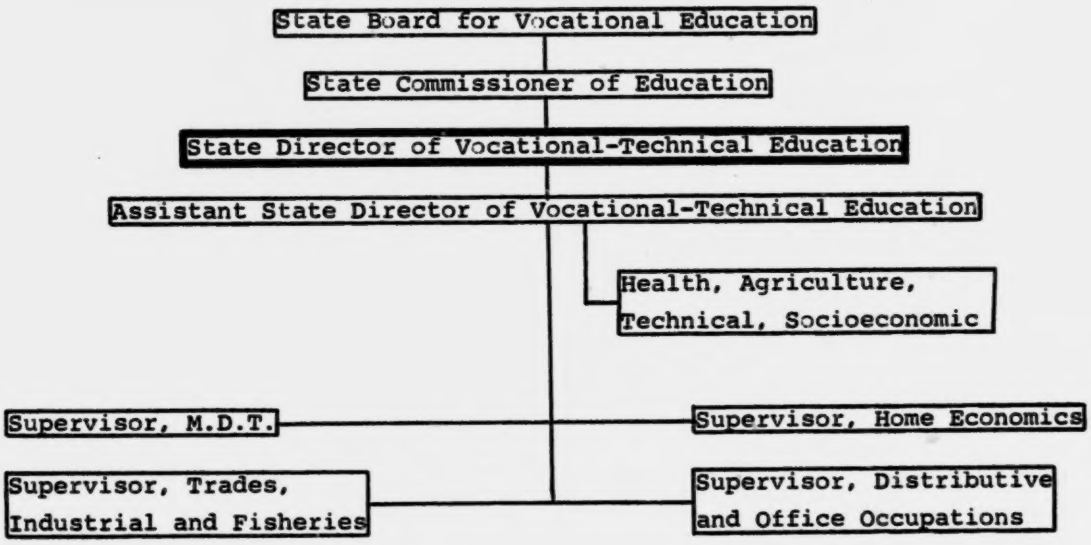
The State Director of Vocational Education

The State Board employs the State Director of Vocational Education, who is responsible to the State Board through the executive officer for the administration, supervision, coordination and operation of the State vocational-technical programs. The State Director is appointed by the State Board for Vocational Education, with no other confirmation required.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Commissioner of Education
Director, Instructional Services
Functions:
Federal Programs
Certification
Consultant Services
Correspondence Study
Director, Administrative Services
Functions:
Fiscal
Purchasing & Property
Data Processing & Statistics
Civil Defense Adult Education
School Lunch
State Museum
Transportation
Director, State-Operated Schools
Functions:
Rural Schools
Teacher Placement
Supervision
Operation
Regional Schools
Operations
Dorm. Operation
On-Base Schools
Administration
Curriculum
Operations
Director, State Libraries
State Director, Vocational Education
Director, Vocational Rehabilitation

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Commissioner of Education
State Director of Vocational-Technical Education
Assistant State Director of Vocational-Technical Education
Health, Agriculture, Technical, Socioeconomic
Supervisor, M.D.T.
Supervisor, Home Economics
Supervisor, Trades, Industrial and Fisheries
Supervisor, Distributive and Office Occupations

(Alaska)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

Director, Vocational Education		1
Assistant Director		1
Supervisors		5
MDTA	1	
Trades-Industry, Fisheries	1	
Home Economics	1	
Distributive Education-- Office Occupations	1	
TOTAL		6

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		1	-	1	-	2	2
Merchandising		3	-	7	-	10	10
Health		-	1	3	-	4	4
Office		7	-	28	-	35	35
Technical		-	1	4	-	5	5
Industrial		12	-	22	10	44	44
Others		-	-	-	-	-	-
Total	Number	23	2	65	10	100	-
	Percent	23	2	65	10	-	100
Full-time							
Part-time							

(Alaska)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		55	-	-	-	55	1
Merchandising		239	-	118	-	357	9
Health		-	20	-	-	20	-
Office		1262	-	374	-	1636	40
Technical		18	23	34	-	75	2
Industrial		420	120	507	909	1956	48
Others		-	-	-	-	-	-
Total	Number	1994	163	1033	909	4099	-
	Percent	49	4	25	22	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		-	1	1	2	2
Merchandising		-	1	1	10	10
Health		-	-	-	4	-
Office		-	1	1	35	35
Technical		-	-	-	5	-
Industrial		1	-	1	44	44
Others		-	-	-	-	-
Total	Number	1	3	4	98	25
	Percent	25	75	100	-	-

(Alaska)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	24	Community or Junior Colleges	4
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	1
Total Secondary Schools	24	Total Post-Secondary Schools	5
Combination Secondary and Post-Secondary Schools	0	TOTAL	29

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
Local School District or Institution	50,000	19	184,000	25	268
State Funds	112,000	44	187,000	26	67
Federal Funds	96,000	37	359,000	49	274
TOTAL	258,000	100	730,000	100	183

Expenditures	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
State Division of Vocational Education	13,000	5	104,000	14	700
Teacher Education Institutions	8,000	3	-	∞	∞
TOTAL for State Agencies	21,000	8	104,000	14	395
Schools:					
Capital Outlay	-	92	-		∞
Current Expenses	237,000		626,000	86	164
TOTAL	237,000	92	626,000	86	164
TOTAL—All Agencies	258,000	100	730,000	100	183

* Data for 1965-66 have not been fully verified and may contain minor errors.
(Alaska)

ARIZONA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Arizona states that "The Legislature shall enact such laws as shall provide for the establishment and maintenance of a general and uniform public school system..." (Acticle XI, Section 1)

"The State Board of Education shall be composed of the following members: the Superintendent of Public Instruction, the President of a State University or a State College, three lay members, a member of the State Junior College Board, a superintendent of a high school district, a classroom teacher, and a county school superintendent. Each member, other than the Superintendent of Public Instruction, to be appointed by the Governor with the consent of the Senate." (Article XI, Section 3 as amended, election November 3, 1965; effective December 3, 1965.)

The Arizona State Plan was submitted to the U.S. Office of Education by the State Board for Vocational Education in November, 1964.

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 15-1053(A)) and designates the State Board of Education as the State Board for Vocational Education. (Title 15-1053(B))

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

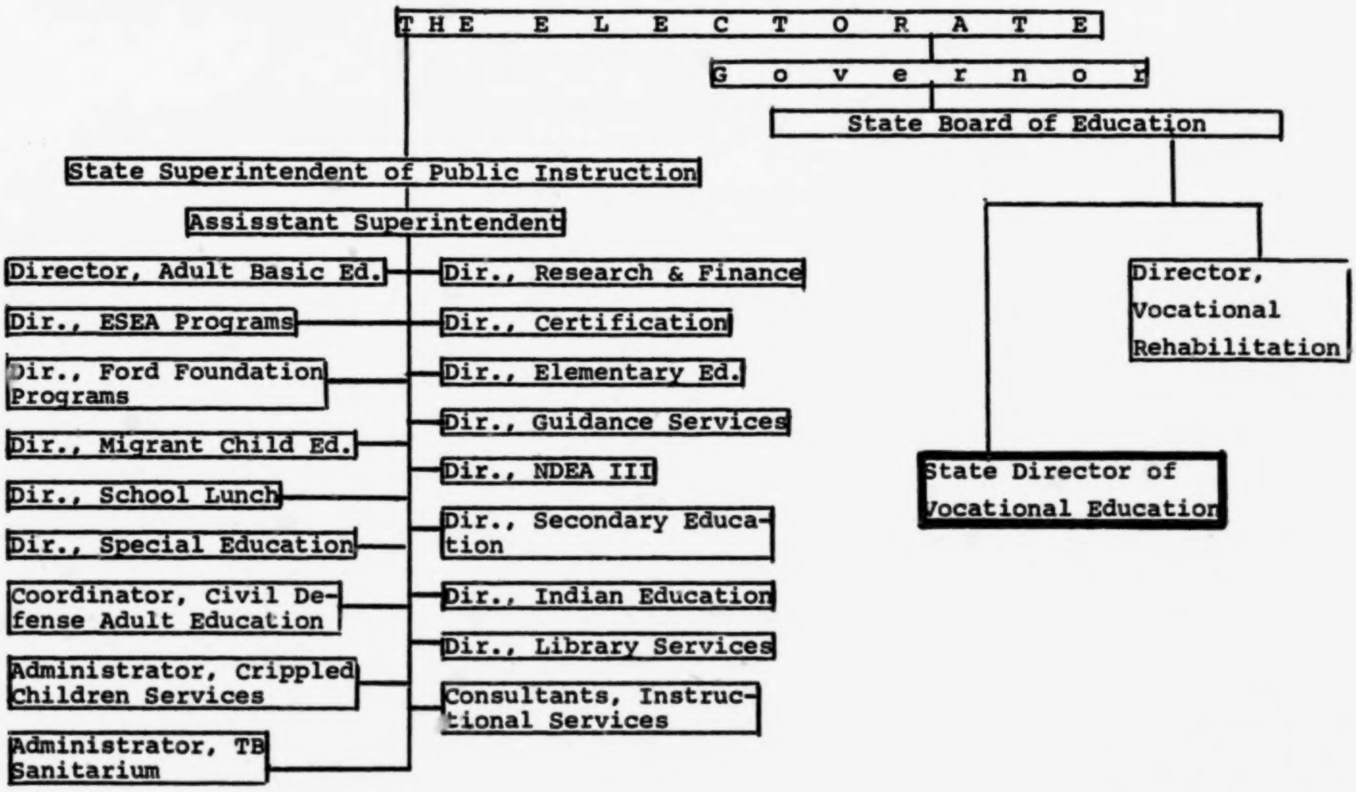
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is elected to office by direct vote of the people of the State and serves as ex officio member and secretary of the State Board of Education. The executive officer of the State Board of Education, which is designated as the State Board for Vocational Education, appoints the Executive Officer of the State Board for Vocational Education.

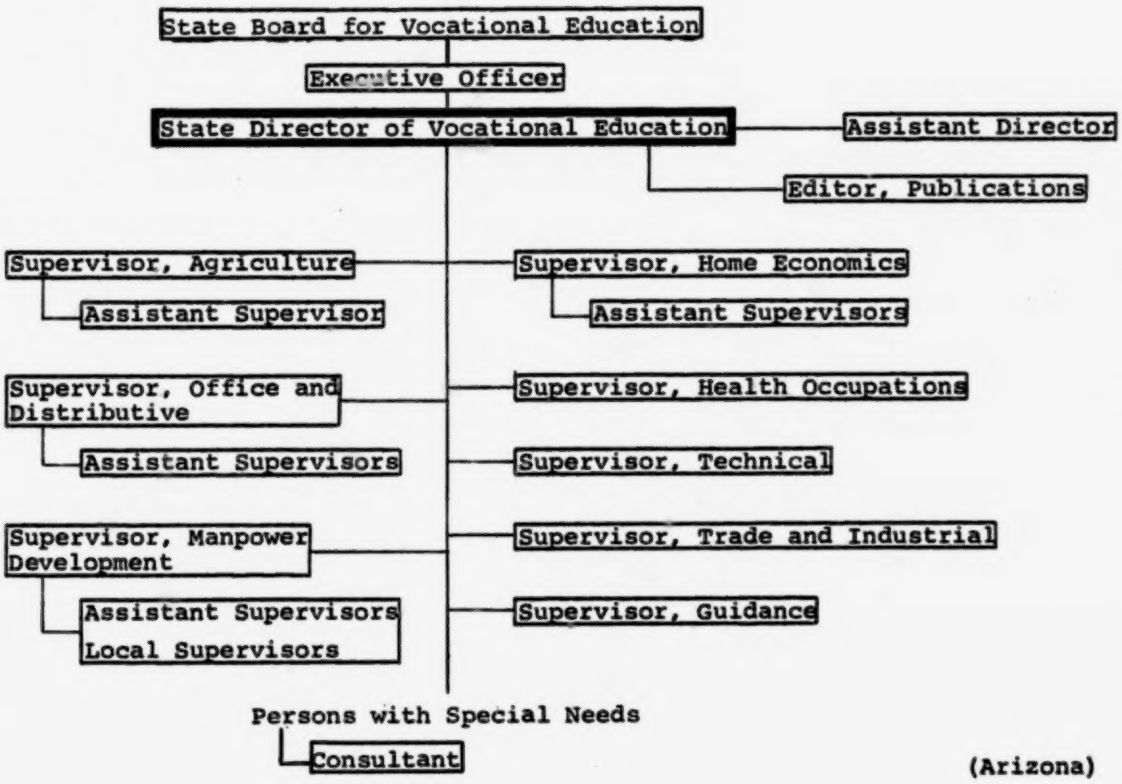
The State Director of Vocational Education

The State Director of Vocational Education is appointed by the State Board upon the recommendation of the Executive Officer of the State Board. He is responsible for the program of vocational-technical education to the State Board, through his executive officer.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Superintendent of Public Instruction
Assisstant Superintendent
Director, Adult Basic Ed.
Dir., ESEA Programs
Dir., Ford Foundation Programs
Dir., Migrant Child Ed.
Dir., School Lunch
Dir., Special Education
Coordinator, Civil Defense Adult Education
Administrator, Crippled Children Services
Administrator, TB Sanitarium
Dir., Research & Finance
Dir., Certification
Dir., Elementary Ed.
Dir., Guidance Services
Dir., NDEA III
Dir., Secondary Education
Dir., Indian Education
Dir., Library Services
Consultants, Instructional Services
Director, Vocational Rehabilitation
State Director of Vocational Education

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
Executive Officer
State Director of Vocational Education
Assistant Director
Editor, Publications
Supervisor, Agriculture
Assistant Supervisor
Supervisor, Office and Distributive
Assistant Supervisors
Supervisor, Manpower Development
Assistant Supervisors
Local Supervisors
Supervisor, Home Economics
Assistant Supervisors
Supervisor, Health Occupations
Supervisor, Technical
Supervisor, Trade and Industrial
Supervisor, Guidance
Persons with Special Needs
Consultant

(Arizona)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

State Director of Vocational-Technical Education		1
Assistant State Director		1
State Supervisors		8
Agriculture Education	1	
Office and Distributive Education	1	
Guidance Services	1	
Manpower Development	1	
Home Economics Education	1	
Technical Education	1	
Trade and Industrial Education	1	
Health Occupations Education	1	
Assistant Supervisors		6
Argiculture Education	1	
Office and Distributive Education	2	
Manpower Development	1	
Home Economics Education	2	
Local Supervisor		2
Manpower Development	2	
TOTAL		18

---

* Data for 1966-67 was given to conform with IV. Organization for the Administration of Vocational Education

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS*
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		52	4	4	1	61	7
Merchandising		44	20	22	-	86	10
Health		-	25	2	-	27	3
Office		55	21	4	-	80	10
Technical		-	94	52	-	146	17
Industrial		193	59	173	-	425	50
Others		25	-	-	-	25	3
Total	Number	369	223	257	1	850	-
	Percent	43	26	30	1	-	100
Full-time		170	89	4	1	264	31
Part-time		199	134	253	-	586	69

* Duplicated Count: Same teachers at different levels (Arizona)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		3159	209	102	67	3537	16
Merchandising		1775	93	3457	16	5341	24
Health		-	336	50	-	386	2
Office		1399	614	188	-	2201	10
Technical		-	771	-	1891	2662	12
Industrial		2021	593	-	5155	7769	35
Others Home Ec.		-	-	190	-	190	1
Total	Number	8354	2616	3987	7129	22086	-
	Percent	38	12	18	32	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers *	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		6	-	6	54	9
Merchandising		3	2	5	62	12
Health		-	1	1	24	24
Office		4	4	8	72	9
Technical		2	1	3	79	26
Industrial		2	1	3	202	67
Others		-	-	-	25	
Total	Number	17	9	26	518	20
	Percent	65	35	100	-	-

* Unduplicated count

(Arizona)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	95	Community or Junior Colleges	6
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	3
Total Secondary Schools	95	Total Post-Secondary Schools	9
Combination Secondary and Post-Secondary Schools	0	TOTAL	104

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
Local School District or Institution	1,159,000	57	2,295,000	37	33
State Funds	563,000	27	1,906,000	31	80
Federal Funds	329,000	16	1,979,000	32	167
TOTAL	2,051,000	100	6,180,000	100	67

Expenditures	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
State Division of Vocational Education	137,000	7	209,000	3	18
Teacher Education Institutions	81,000	4	124,000	2	18
TOTAL for State Agencies	218,000	11	333,000	5	18
Schools:					
Capital Outlay	52,000	2	1,603,000	26	994
Current Expenses	1,781,000	87	4,244,000	69	46
TOTAL	1,833,000	89	5,847,000	95	73
TOTAL—All Agencies	2,051,000	100	6,180,000	100	67

ARKANSAS

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Arkansas states that, ". . . the state shall maintain a general, suitable and efficient system of free schools . . ." (Article 14, Section 1)

The State Board of Education is composed of nine members, one from each congressional district, the rest at large from the state (Title 80-102) to be appointed by the Governor and confirmed by the Senate. (Title 80-103)

The State accepts an act of Congress entitled "an act to provide for the promotion of vocational education . . ." (Title 80-2512) and designates the State Board of Education as the State Board for Vocational Education. (Title 80-2514)

The Arkansas State Plan for the administration of vocational education was approved by the Arkansas State Board for Vocational Education on November 8, 1964 and subsequently amended on June 14, 1965; September 13, 1965; December 13, 1965; and June 12, 1966. It follows closely an outline of a suggested plan by the U.S. Office of Education.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

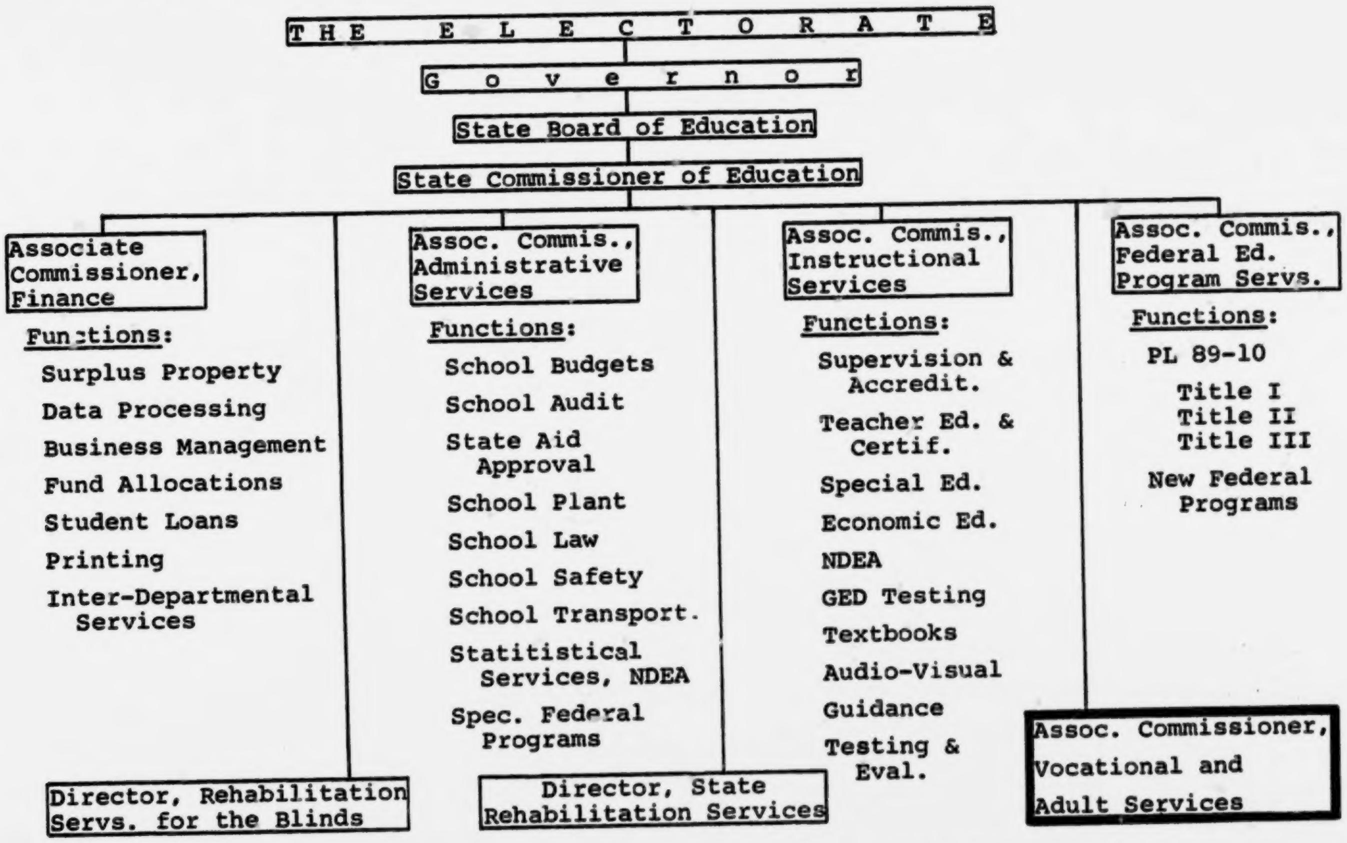
The State Superintendent of Public Instruction

The Commissioner of Education is the executive officer of the State Board of Education, which is designated the State Board for Vocational Education. He is selected by the State Board.

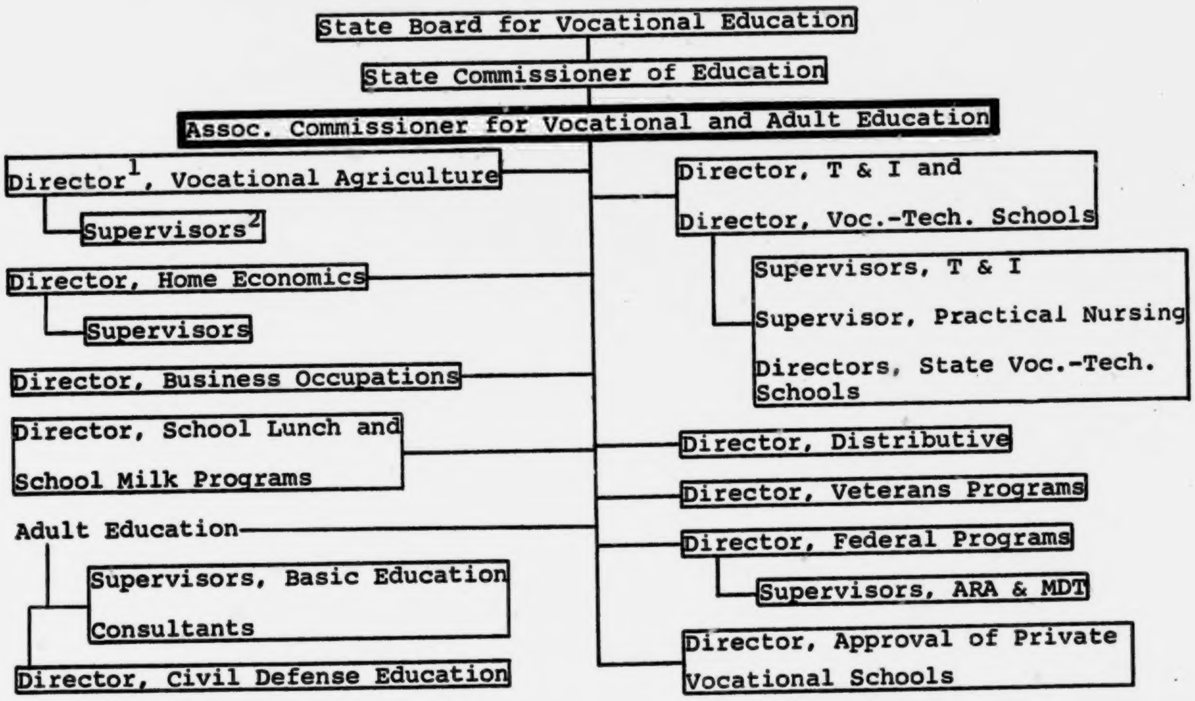
The State Director of Vocational Education

The Associate Commissioner for Vocational Education is responsible to the Commissioner of Education for the direction of the entire program of vocational education, including promotion, administration and evaluation. He is appointed by the State Board upon the recommendation of the Commissioner of Education.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Commissioner of Education
Associate Commissioner, Finance
Functions:
Surplus Property
Data Processing
Business Management
Fund Allocations
Student Loans
Printing
Inter-Departmental Services
Assoc. Commis., Administrative Services
Functions:
School Budgets
School Audit
State Aid Approval
School Plant
School Law
School Safety
School Transport.
Statitistical Services, NDEA
Spec. Federal Programs
Assoc. Commis., Instructional Services
Functions:
Supervision & Accredit.
Teacher Ed. & Certif.
Special Ed.
Economic Ed.
NDEA
GED Testing
Textbooks
Audio-Visual
Guidance
Testing & Eval.
Assoc. Commis., Federal Ed. Program Servs.
Functions:
PL 89-10
Title I
Title II
Title III
New Federal Programs
Assoc. Commissioner, Vocational and Adult Services
Director, Rehabilitation Servs. for the Blinds
Director, State Rehabilitation Services

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Commissioner of Education
Assoc. Commissioner for Vocational and Adult Education
Director¹, Vocational Agriculture
Supervisors²
Director, Home Economics
Supervisors
Director, Business Occupations
Director, School Lunch and School Milk Programs
Adult Education
Supervisors, Basic Education
Consultants
Director, Civil Defense Education
Director, T & I and Director, Voc.-Tech. Schools
Supervisors, T & I
Supervisor, Practical Nursing
Directors, State Voc.-Tech. Schools
Director, Distributive
Director, Veterans Programs
Director, Federal Programs
Supervisors, ARA & MDT
Director, Approval of Private Vocational Schools

---

[1] The title "Director" in Arkansas is equivalent to "Supervisor" in many states.

[2] The title "Supervisor" includes area supervisors, assistant supervisors and specialized supervisors, and is equivalent to "Assistant Supervisor" in many states.

(Arkansas)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

Assistant Commissioner for Vocational and Adult Education		1
Directors		11
Agriculture Education	1	
Home Economics Education	1	
Business Occupation Education	1	
School Lunch and School Milk Programs	1	
Adult Education	1	
Civil Defense Adult Education	1	
Trade and Industrial and Vocational-Technical Schools	1	
Distributive Education	1	
Veterans Programs	1	
Federal Occupational Training	1	
Approval of Private Voc. Schools	1	
Supervisors		13
Vocational Agriculture	6	
Home Economics	1	
Business Occupations	1	
School Lunch and Milk Programs	1	
Trade and Industrial	2	
Practical Nurse Education	1	
Area Redevelopment and Manpower Development Programs	1	
Consultant		1
Basic Education	1	
Directors		1
State Vocational-Technical Schools		1
TOTAL		28

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		318	1	439	-	758	64
Merchandising		23	-	36	2	61	5
Health		-	29	-	-	29	2
Office		3	6	31	1	41	4
Technical		-	-	-	-	-	-
Industrial		83	50	152	12	297	25
Others		-	-	-	-	-	-
Total	Number	427	86	658	15	1186	-
	Percent	36	7	56	1	-	100
Full-time		192	86	8	12	298	25
Part-time		235	0	650	3	888	75

(Arkansas)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		19227	12	9920	-	29159	57
Merchandising		747	-	2215	32	2994	6
Health		-	722	-	-	722	1
Office		128	1226	1434	8	2796	6
Technical		-	-	-	-	-	-
Industrial		1439	1167	11988	96	14690	29
Others Home Ec.		-	-	480	-	480	1
Total	Number	21541	3127	26037	136	50841	-
	Percent	42	6	51	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		10	3	13	758	58
Merchandising		4	1	5	61	12
Health		1	-	1	29	29
Office		1	-	1	41	41
Technical		-	-	-	-	-
Industrial		9	-	9	297	33
Others Home Ec		-	-	-	-	-
Total	Number	25	4	29	1186	41
	Percent	86	14	100	-	-

(Arkansas)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	401	Community or Junior Colleges	0
Vocational Secondary Schools	0	Vocational-Technical Schools	5
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	3	Universities or Colleges	1
Total Secondary Schools	404	Total Post-Secondary Schools	6
Combination Secondary and Post-Secondary Schools	0	TOTAL	410

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
Local School District or Institution	2,043,000	52	2,709,000	29	11
State Funds	1,153,000	30	3,162,000	35	58
Federal Funds	689,000	18	3,287,000	36	126
TOTAL	3,885,000	100	9,158,000	100	45

Expenditures	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
State Division of Vocational Education	253,600	7	282,000	3	4
Teacher Education Institutions	125,000	3	166,000	2	11
TOTAL for State Agencies	378,000	10	448,000	5	6
Schools:					
Capital Outlay	15,000	∞	3,361,000	37	7436
Current Expenses	3,492,000	90	5,348,000	58	18
TOTAL	3,507,000	90	8,709,000	95	49
TOTAL—All Agencies	3,885,000	100	9,158,000	100	45

* Data for 1965-66 have not been fully verified and may contain minor errors. (Arkansas)

CALIFORNIA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of California states that "The Legislature shall provide for a system of common schools..." (Article IX, Section 5)

"There is in the State Government a State Board of Education, consisting of ten members, who are appointed by the Governor with the advice and consent of two-thirds of the Senate." (Title 10) "The Board shall determine all questions of policy within its power" (Title 151) and shall administer and establish policy for the Department of Education. (Title 352)

"The State Board of Education is designated as the State board to carry out the purposes and provisions of the acts of Congress, and is given all necessary power and authority to co-operate...with the Federal Government...in the administration of the provisions of the Federal acts." (Section 6254, Education Code, California)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

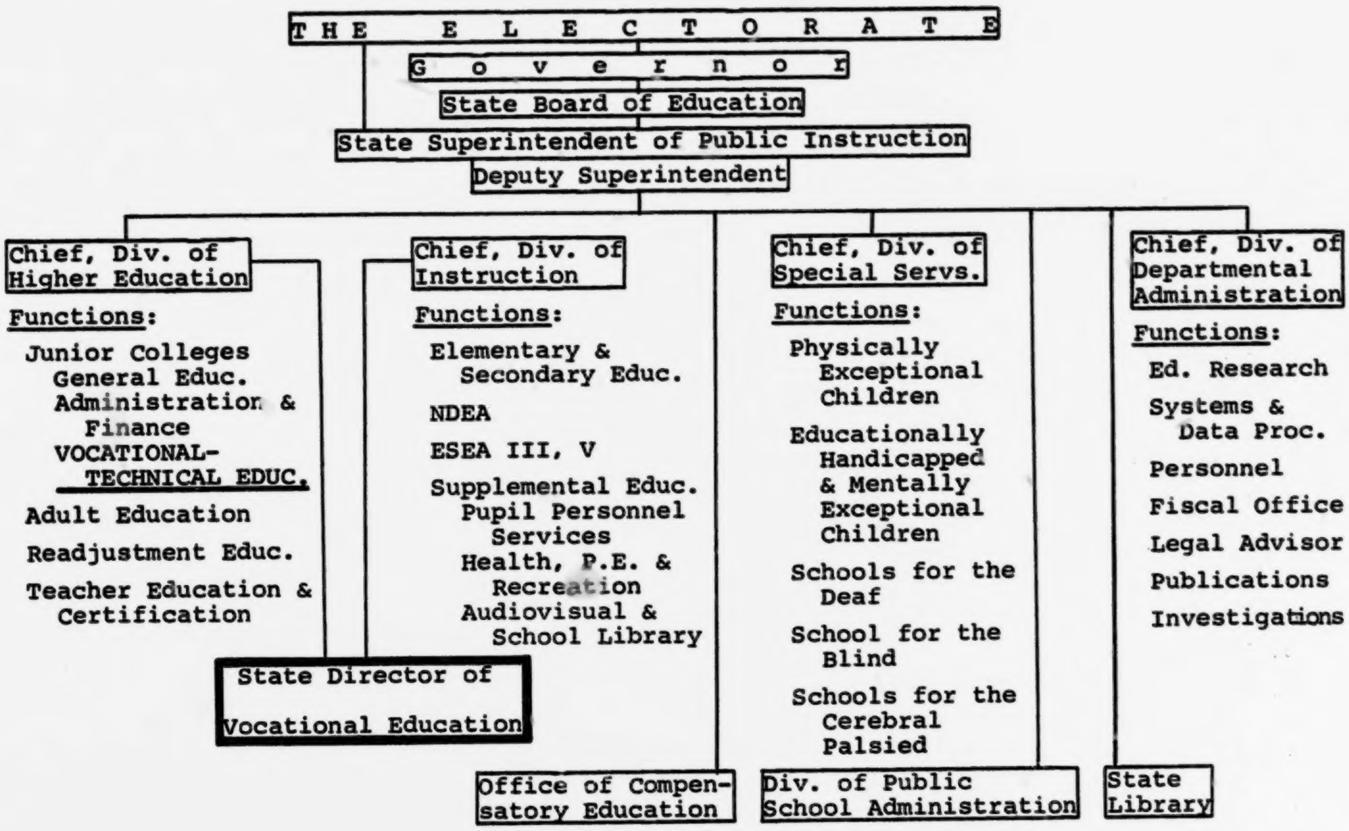
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education, and is charged with executing the policies established by the State Board. He is elected on a nonpartisan basis by the people of the State and serves for four-year terms.

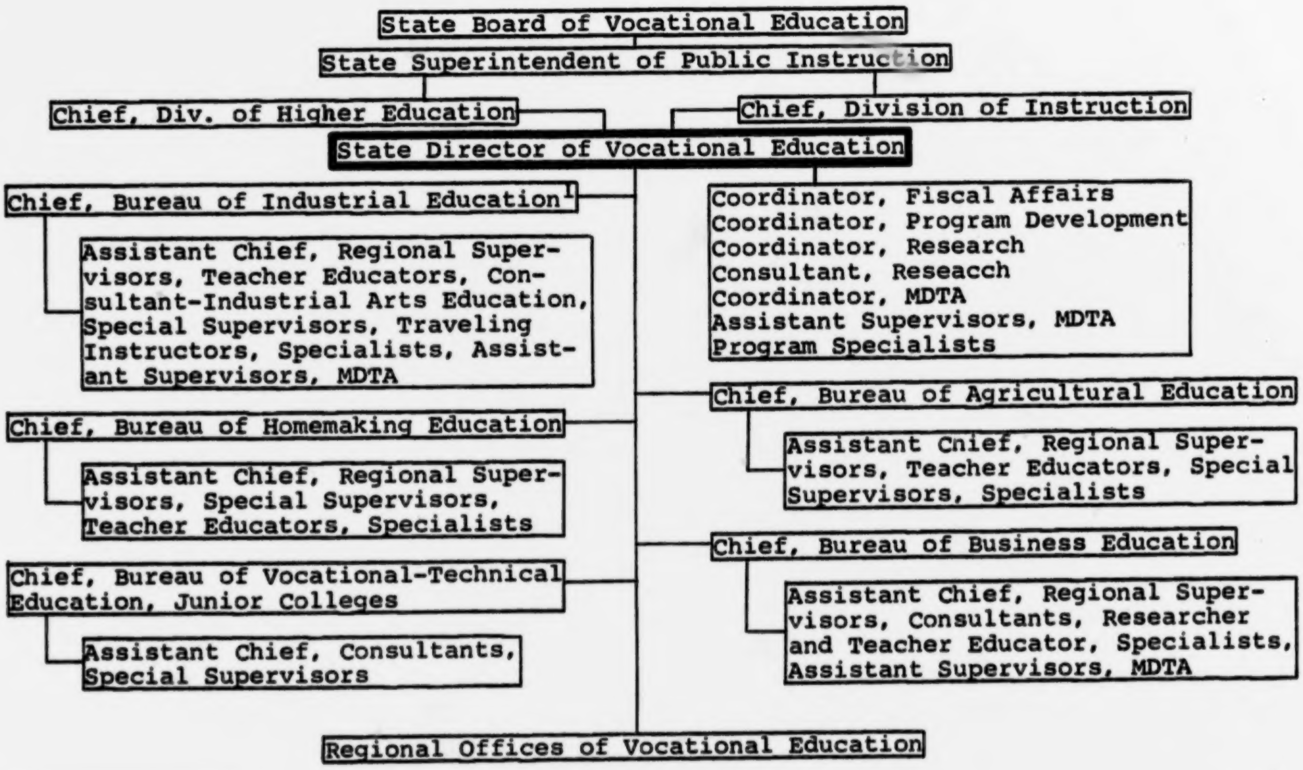
The State Director of Vocational Education

The State Director of Vocational Education is responsible to the State Superintendent of Public Instruction through the Associate Superintendent in Charge of Instruction. He is selected by the State Superintendent of Public Instruction subject to the rules and regulations of the State Personnel Board.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Superintendent of Public Instruction
Deputy Superintendent
Chief, Div. of Higher Education
Functions:
Junior Colleges
General Educ.
Administration & Finance
VOCATIONAL-TECHNICAL EDUC.
Adult Education
Readjustment Educ.
Teacher Education & Certification
Chief, Div. of Instruction
Functions:
Elementary & Secondary Educ.
NDEA
ESEA III, V
Supplemental Educ.
Pupil Personnel Services
Health, P.E. & Recreation
Audiovisual & School Library
Chief, Div. of Special Servs.
Functions:
Physically Exceptional Children
Educationally Handicapped & Mentally Exceptional Children
Schools for the Deaf
School for the Blind
Schools for the Cerebral Palsied
Chief, Div. of Departmental Administration
Functions:
Ed. Research
Systems & Data Proc.
Personnel
Fiscal Office
Legal Advisor
Publications
Investigations
State Director of Vocational Education
Office of Compensatory Education
Div. of Public School Administration
State Library

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board of Vocational Education
State Superintendent of Public Instruction
Chief, Div. of Higher Education
Chief, Division of Instruction
State Director of Vocational Education
Chief, Bureau of Industrial Education[1]
Assistant Chief, Regional Supervisors, Teacher Educators, Consultant-Industrial Arts Education, Special Supervisors, Traveling Instructors, Specialists, Assistant Supervisors, MDTA
Coordinator, Fiscal Affairs
Coordinator, Program Development
Coordinator, Research
Consultant, Reseacch
Coordinator, MDTA
Assistant Supervisors, MDTA
Program Specialists
Chief, Bureau of Agricultural Education
Assistant Chief, Regional Supervisors, Teacher Educators, Special Supervisors, Specialists
Chief, Bureau of Homemaking Education
Assistant Chief, Regional Supervisors, Special Supervisors, Teacher Educators, Specialists
Chief, Bureau of Business Education
Assistant Chief, Regional Supervisors, Consultants, Researcher and Teacher Educator, Specialists, Assistant Supervisors, MDTA
Chief, Bureau of Vocational-Technical Education, Junior Colleges
Assistant Chief, Consultants, Special Supervisors
Regional Offices of Vocational Education

---

[1] The title "Chief" is equivalent to "Supervisor in many states.

(California)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

State Director of Vocational Education		1
Chiefs		5
Agricultural Education	1	
Business Education	1	
Homemaking Education	1	
Industrial Education	1	
Vocational-Technical Ed., Jr. Colleges	1	
Assistant Chiefs		5
Agricultural Education	1	
Business Education	1	
Homemaking Education	1	
Industrial Education	1	
Vocational-Technical Ed., Junior Colleges	1	
Coordinators		7
Fiscal Affairs	1	
Program Development	1	
MDTA	1	
RCU	1	
Regional	3	
Supervisors		23
Industrial	1	
Peace Officers Training	1	
Fire Training	1	
Occup. Proficiency Testing	1	
Regional	19	
Assistant Supervisors		16
MDTA	10	
Industrial Education	1	
Peace Officers Training	3	
Regional	2	
Special Supervisors		3
Agricultural Education	1	
Homemaking Education	1	
Industrial Education	1	
Consultants		11
Business Education	1	
Industrial Arts Education	1	
Research	2	
Agricultural Ed., Jr. College	1	
Business Ed., Jr. College	1	
Health Occup., Jr. College	1	
Home Economics, Jr. College	1	
Industrial Ed., Jr. College	2	
Voc-Tech Ed., Jr. College	1	
Special Consultants		3
Program Development	1	
Work Experience	1	
MDTA	1	
Teacher Educators		4
Fire Training Instructors		8
TOTAL		86

---

*Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		(446)†	-	(6)	-	452	4
Merchandising		(89)	(794)	(733)	-	1616	13
Health		-	(185)	(47)	-	232	2
Office		(2500)	(2078)	(120)	-	4698	37
Technical		-	(857)	(484)	-	1341	10
Industrial		(560)	(1000)	(2803)	(7)	4370	34
Others		-	-	-	-	-	-
Total	Number	(3595)	(4914)	(4193)	(7)	12709	-
	Percent	28	39	33	f	-	100
Full-time							
Part-time							

† Figures in parentheses are estimates only.

(California)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		19353	1429	333	56	21171	4
Merchandising		3302	6567	107623	-	117492	19
Health		636	6120	3391	-	10147	2
Office		101740	87801	48117	-	237658	39
Technical		3517	17053	34689	8	55267	9
Industrial		16676	35737	111392	14	163819	27
Others		-	-	-	-	-	-
Total	Number	145224	154707	305545	78	605554	
	Percent	24	26	50	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		11	-	11	452	41
Merchandising		5	-	5	1616	323
Health		1	-	1	232	232
Office		4	-	4	4698	1175
Technical		3	-	3	1341	447
Industrial		29	-	29	4370	151
Others		-	-	-	-	-
Total	Number	53	-	53	12709	240
	Percent	100		100	-	-

(California)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	657	Community or Junior Colleges	77
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	0
Total Secondary Schools	657	Total Post-Secondary Schools	77
Combination Secondary and Post-Secondary Schools	0	TOTAL	734

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	18,476,000	80	43,656,000	72	45
State Funds	762,000	3	813,000	1	2
Federal Funds	3,818,000	17	16,599,000	27	112
TOTAL	23,056,000	100	61,068,000	100	55

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	993,000	4	1,461,000	2	16
Teacher Education Institutions	254,000	1	184,000	-	-9
TOTAL for State Agencies	1,247,000	5	1,645,000	2	11
Schools:					
Capital Outlay	1,216,000	6	10,886,000	18	265
Current Expenses	20,593,000	89	48,537,000	80	45
TOTAL	21,809,000	95	59,423,000	98	57
TOTAL—All Agencies	23,056,000	100	61,068,000	100	55

(California)

COLORADO

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Colorado states that the "General Assembly is to establish and maintain public schools ..." (Article IX, Section 2) It also states that the general supervision of the public schools of the State shall be vested in a board of education. (Article IX, Section 1)

The State Board for Community Colleges and Occupational Education was designated the State Board for Vocational Education under recent legislative action. This new State Board is the sole agency for the administration of the State Plan for Vocational Education and for receiving and administering Federal funds for vocational education programs. (New Section 13, (2))

The Board shall consist of nine members, appointed by the Governor, one of whom shall represent agriculture, one representing labor organizations and one member representing business. The Board shall have two members from each congressional district in the State. Members shall serve staggered six-year terms.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

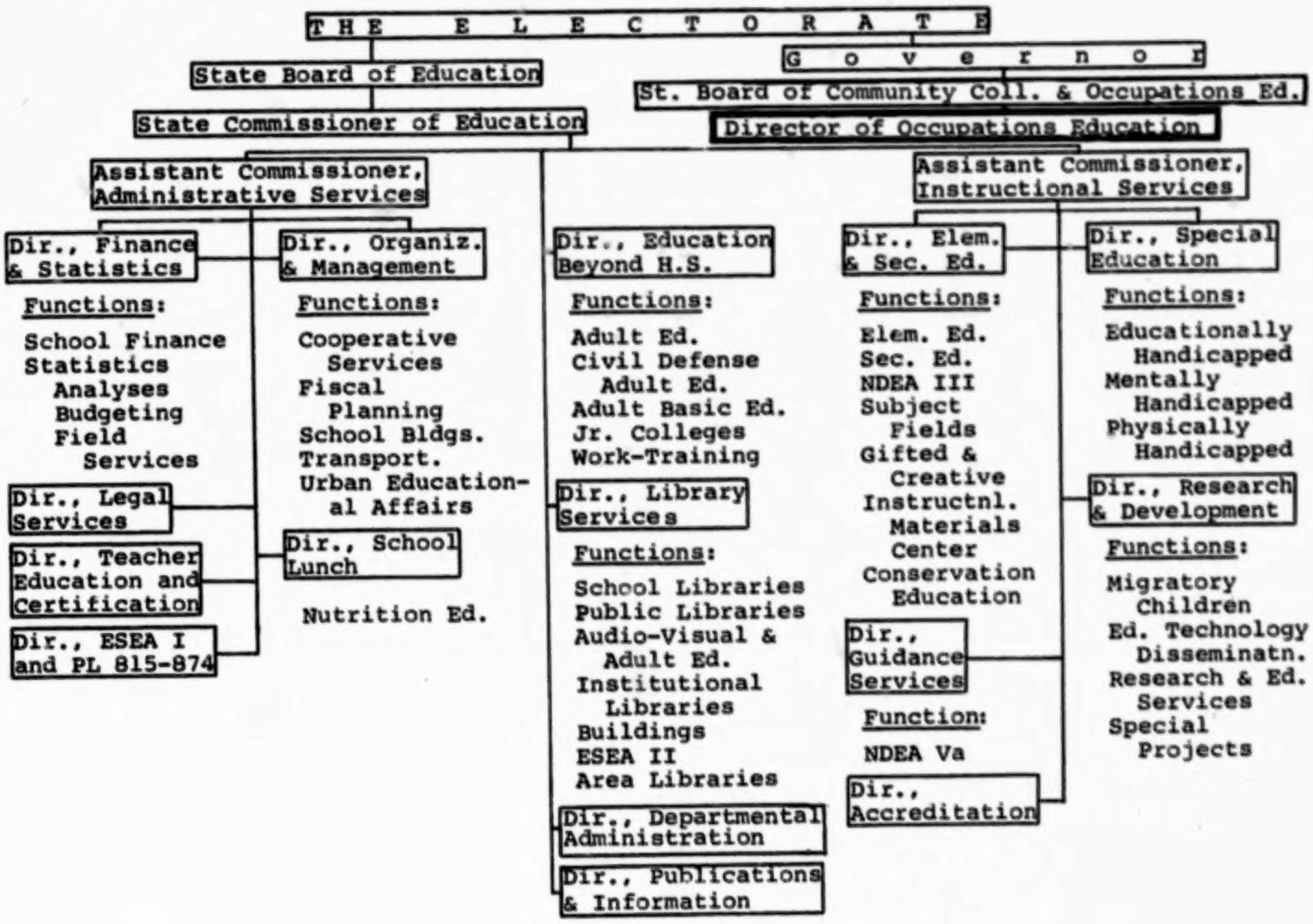
The State Superintendent of Public Instruction

The State Commissioner of Education is the executive officer of the State Board of Education. The State Board of Vocational Education is a separate board in Colorado and its director is the executive officer of that board.

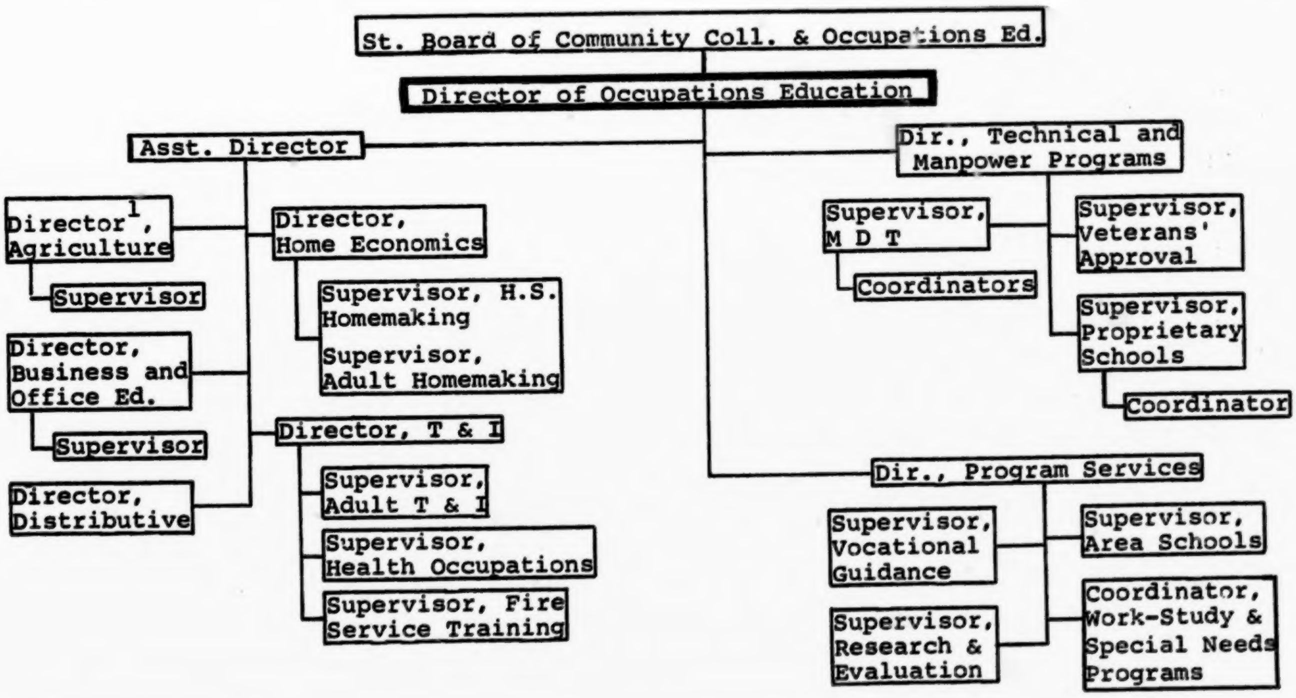
The State Director of Vocational Education

The State Director of Occupational Education shall be appointed by the State Board for Community Colleges and Occupational Education. The State Director shall supervise the administration of all occupational education programs in the State.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
St. Board of Community Coll. & Occupations Ed.
State Commissioner of Education
Director of Occupations Education
Assistant Commissioner, Administrative Services
Assistant Commissioner, Instructional Services
Dir., Finance & Statistics
Functions:
School Finance
Statistics
Analyses
Budgeting
Field Services
Dir., Organiz. & Management
Functions:
Cooperative Services
Fiscal Planning
School Bldgs.
Transport.
Urban Educational Affairs
Dir., Education Beyond H.S.
Functions:
Adult Ed.
Civil Defense Adult Ed.
Adult Basic Ed.
Jr. Colleges
Work-Training
Dir., Elem. & Sec. Ed.
Functions:
Elem. Ed.
Sec. Ed.
NDEA III
Subject Fields
Gifted & Creative
Instructnl. Materials Center
Conservation Education
Dir., Special Education
Functions:
Educationally Handicapped
Mentally Handicapped
Physically Handicapped
Dir., Legal Services
Dir., Teacher Education and Certification
Dir., ESEA I and PL 815-874
Dir., School Lunch
Nutrition Ed.
Dir., Library Services
Functions:
School Libraries
Public Libraries
Audio-Visual & Adult Ed.
Institutional Libraries
Buildings
ESEA II
Area Libraries
Dir., Departmental Administration
Dir., Publications & Information
Dir., Guidance Services
Function:
NDEA Va
Dir., Accreditation
Dir., Research & Development
Functions:
Migratory Children
Ed. Technology Disseminatn.
Research & Ed. Services
Special Projects

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


St. Board of Community Coll. & Occupations Ed.
Director of Occupations Education
Asst. Director
Dir., Technical and Manpower Programs
Director[1], Agriculture
Supervisor
Director, Home Economics
Supervisor, H.S. Homemaking
Supervisor, Adult Homemaking
Director, Business and Office Ed.
Supervisor
Director, T & I
Supervisor, Adult T & I
Supervisor, Health Occupations
Supervisor, Fire Service Training
Director, Distributive
Supervisor, M D T
Coordinators
Supervisor, Veterans' Approval
Supervisor, Proprietary Schools
Coordinator
Dir., Program Services
Supervisor, Vocational Guidance
Supervisor, Research & Evaluation
Supervisor, Area Schools
Coordinator, Work-Study & Special Needs Programs

---

[1] The title "Director" is equivalent to "Supervisor" in many states.

(Colorado)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

State Executive Director of Vocational Education		1
Assistant Director of Vocational Education		1
Directors		7
Agriculture Education	1	
Business and Office Occupations	1	
Distributive Education	1	
Homemaking Education	1	
Trade and Industrial Education	1	
Technical and Manpower Program	1	
Program Services	1	
Supervisors		14
Agriculture Education	1	
Business and Office Occupations	1	
Homemaking Education High School and Adult	2	
Trade and Industrial Education	1	
Adult Trade and Industrial Education	1	
Health Occupations	1	
Fire Service Training	1	
Manpower Development and Training	1	
Veterans' Approval	1	
Proprietary Schools	1	
Vocational Guidance	1	
Area Schools	1	
Research and Evaluation	1	
Coordinators		3
Manpower Development and Training	1	
Proprietary Schools	1	
Work-Study Programs	1	
TOTAL		26

---

* Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		(75) †	-	(11)	-	86	7
Merchandising		(21)	(10)	(110)	-	141	11
Health		-	(47)	(18)	-	65	5
Office		(50)	(68)	(104)	-	222	17
Technical		-	(72)	(19)	-	91	7
Industrial		(91)	(18)	(554)	(31)	694	53
Others		-	-	-	-	-	-
Total	Number	(237)	(215)	(816)	(31)	1299	-
	Percent	18	17	16	2	-	100
Full-time							
Part-time							

†Figures in parentheses are estimates only.

(Colorado)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		2724	175	781	10	3690	8
Merchandising		1560	-	6302	-	7862	17
Health		-	371	679	-	1050	11
Office		3055	3207	5636	798	12696	28
Technical		-	1190	1690	-	2880	6
Industrial		1961	2356	12749	437	17503	38
Others		-	-	-	-	-	-
Total	Number	9300	7299	27837	1245	45681	-
	Percent	20	16	61	3	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		3	-	3	86	29
Merchandising		1	-	1	141	141
Health		1	-	1	65	65
Office		2	-	2	222	111
Technical		-	1	1	91	91
Industrial		4	-	4	694	174
Others		-	-	-	-	-
Total	Number	11	1	12	1299	108
	Percent	92	8	100	-	-

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	154	Community or Junior Colleges	7
Vocational Secondary Schools	0	Vocational-Technical Schools	1
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	1	Universities or Colleges	2
Total Secondary Schools	155	Total Post-Secondary Schools	10
Under Contract	3		
Combination Secondary and Post-Secondary Schools	1	TOTAL	169

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
Local School District or Institution	1,728,000	62	3,285,000	53	30
State Funds	460,000	17	561,000	9	7
Federal Funds	578,000	21	2,404,000	38	105
TOTAL	2,766,000	100	6,250,000	100	41

Expenditures	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
State Division of Vocational Education	223,000	8	405,000	6	28
Teacher Education Institutions	*268,000	9	164,000	3	-13
TOTAL for State Agencies	483,000	17	569,000	9	6
Schools:					
Capital Outlay	-	-	1,471,000	24	-
Current Expenses	2,283,000	83	4,210,000	67	28
TOTAL	2,283,000	83	5,681,000	91	28
TOTAL—All Agencies	2,766,000	100	6,250,000	100	41

* Includes Equipment for Teacher Education

(Colorado)

CONNECTICUT

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The State Board of Education of Connecticut is composed of nine citizens who are appointed by the Governor on the basis of three every two years for six-year terms. No other approval on the appointment of Board members is required. The Board appoints a Secretary and an Assistant Secretary for indefinite terms. These appointees also carry the designations of Commissioner and Deputy Commissioner.

The State Board of Education "shall have general supervision and control of the interests of the State in elementary and secondary education." (Section 10-4, General Statutes)

"The State Board of Education is empowered to receive Federal funds made available to the State for educational purposes, and to expend for purposes designated. The State treasurer is custodian of such funds." (Section 10-11, General Statutes)

"The State Board of Education is empowered to allocate and use any appropriation to meet matching requirements of the Federal acts." (Section 10-11a, General Statutes)

"The State Board of Education is designated as the state board of vocational education for the purpose of cooperating with the Federal government in the promotion and administration of vocational education." (Section 10-12,General Statutes)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

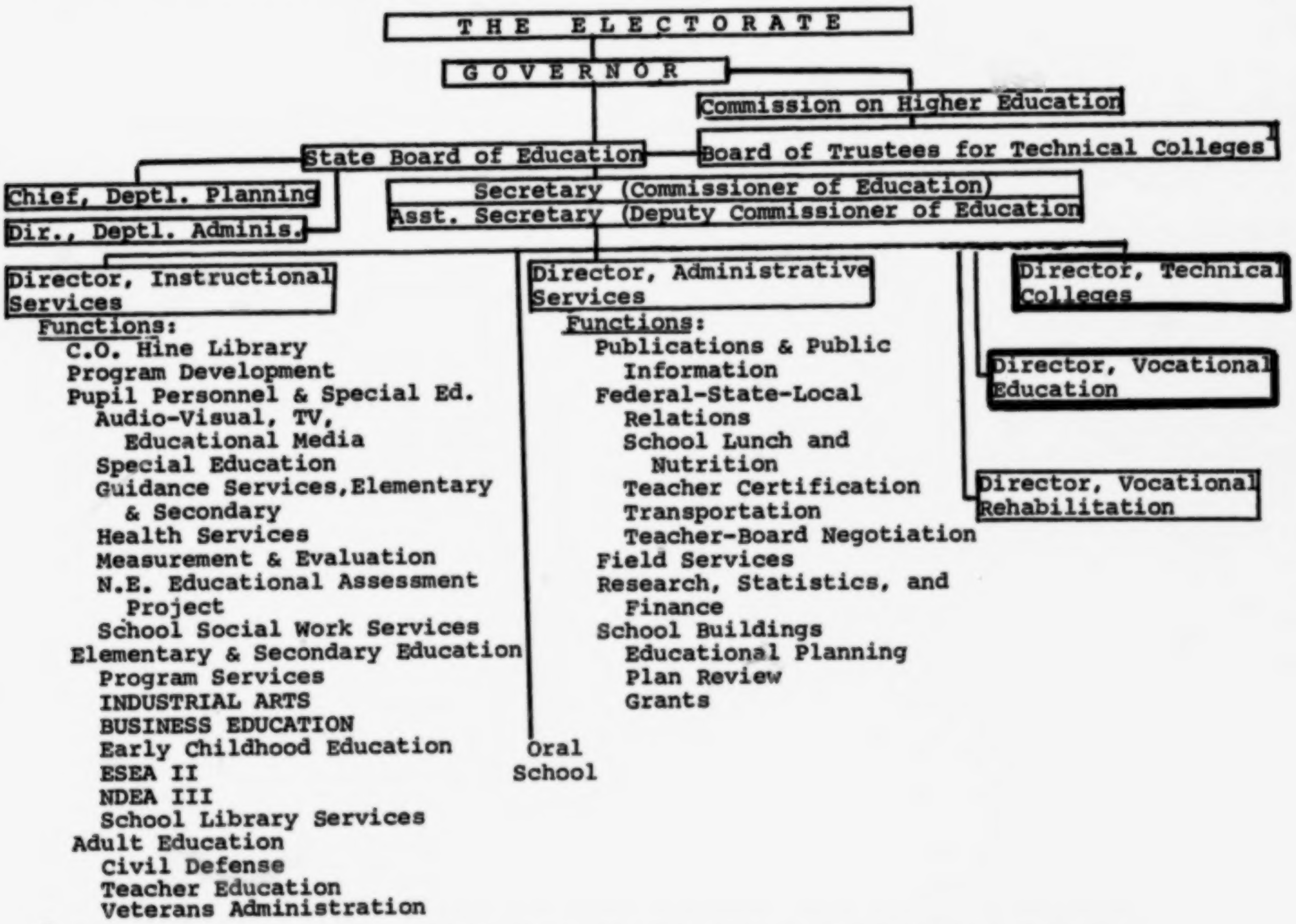
The State Superintendent of Public Instruction

The Commissioner of Education is the secretary of the State Board of Education, which is designated the State Board for Vocational Education. He is appointed by the State Board, with no other approval required.

The State Director of Vocational Education

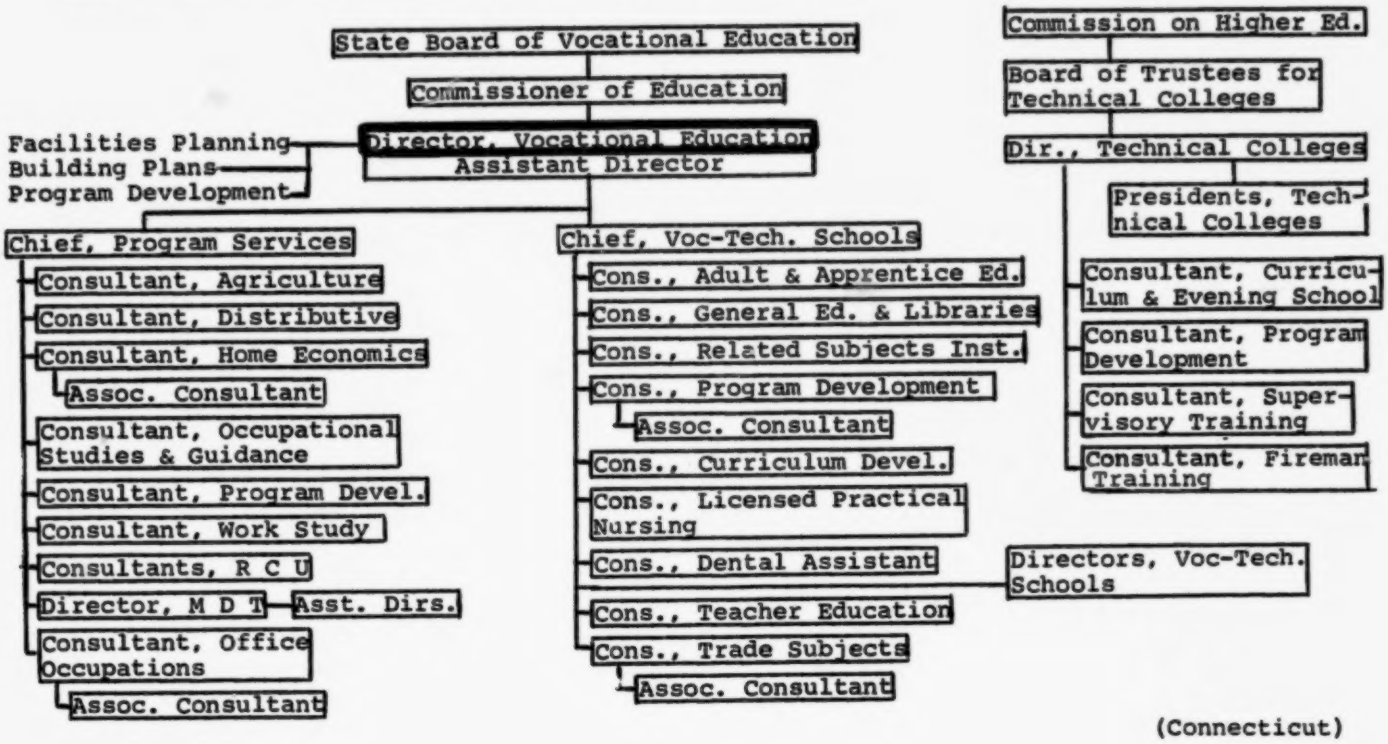
The State Director of Vocational Education is responsible for the administration of the Division of Vocational Education. He is appointed by the State Board upon recommendation of the Secretary.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
GOVERNOR
Commission on Higher Education
Board of Trustees for Technical Colleges[1]
State Board of Education
Chief, Deptl. Planning
Dir., Deptl. Adminis.
Secretary (Commissioner of Education)
Asst. Secretary (Deputy Commissioner of Education)
Director, Instructional Services
Functions:
C.O. Hine Library
Program Development
Pupil Personnel & Special Ed.
Audio-Visual, TV, Educational Media
Special Education
Guidance Services, Elementary & Secondary
Health Services
Measurement & Evaluation
N.E. Educational Assessment Project
School Social Work Services
Elementary & Secondary Education
Program Services
INDUSTRIAL ARTS
BUSINESS EDUCATION
Early Childhood Education
ESEA II
NDEA III
School Library Services
Adult Education
Civil Defense
Teacher Education
Veterans Administration
Oral School
Director, Administrative Services
Functions:
Publications & Public Information
Federal-State-Local Relations
School Lunch and Nutrition
Teacher Certification
Transportation
Teacher-Board Negotiation
Field Services
Research, Statistics, and Finance
School Buildings
Educational Planning
Plan Review
Grants
Director, Technical Colleges
Director, Vocational Education
Director, Vocational Rehabilitation

[1] The State Board of Education is the Board of Trustees for Technical Colleges.

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board of Vocational Education
Commissioner of Education
Director, Vocational Education
Assistant Director
Facilities Planning
Building Plans
Program Development
Chief, Program Services
Consultant, Agriculture
Consultant, Distributive
Consultant, Home Economics
Assoc. Consultant
Consultant, Occupational Studies & Guidance
Consultant, Program Devel.
Consultant, Work Study
Consultants, R C U
Director, M D T
Asst. Dirs.
Consultant, Office Occupations
Assoc. Consultant
Chief, Voc-Tech. Schools
Cons., Adult & Apprentice Ed.
Cons., General Ed. & Libraries
Cons., Related Subjects Inst.
Cons., Program Development
Assoc. Consultant
Cons., Curriculum Devel.
Cons., Licensed Practical Nursing
Cons., Dental Assistant
Cons., Teacher Education
Cons., Trade Subjects
Assoc. Consultant
Directors, Voc-Tech. Schools
Commission on Higher Ed.
Board of Trustees for Technical Colleges
Dir., Technical Colleges
Presidents, Technical Colleges
Consultant, Curriculum & Evening School
Consultant, Program Development
Consultant, Supervisory Training
Consultant, Fireman Training

(Connecticut)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

Director, Vocational Education		1
Assistant Director, Vocational Education		1
Chiefs		2
Program Services	1	
Vocational-Technical Schools	1	
Consultants		17
Agriculture Education	1	
Distributive Education	1	
Home Economics Education	1	
Occupational Studies and Guidance	1	
Research	1	
Office Occupations	2	
Program Development	1	
Research Coordinating Unit	1	
Adult and Apprentice Education	1	
General Education and Libraries	1	
Related Subjects Instruction	1	
Trade Subjects	1	
Program Development	1	
Curriculum Development	1	
Licensing Practical Nursing	1	
Teacher Education	1	
Directors		16
MDT	1	
Vocational-Technical Schools	15	
Assistant Directors, MDT		5
Direcector, Technical Colleges		1
Presidents, Technical Colleges		4
Consultants-Technical Colleges		4
Curriculum and Evening Schools	1	
Program Development	1	
Supervisory Training	1	
Fireman Training	1	
TOTAL		51

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		(36)*	-	-	-	36	3
Merchandising		(32)	-	-	-	32	3
Health		-	(13)	(3)	-	16	1
Office		(146)	-	(81)	-	227	21
Technical		-	(144)	(161)	-	305	28
Industrial		(262)	-	(224)	-	486	44
Others		-	-	-	-	-	-
Total	Number	(476)	(157)	(469)	-	1102	-
	Percent	43	14	43	-	-	100
Full-time							
Part-time							

*Figures in parentheses are estimates only.
(Connecticut)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		879	-	327	-	1206	3
Merchandising		1669	65	-	-	1734	4
Health		63	559	104	-	726	2
Office		6651	534	85	-	7270	16
Technical		1089	1661	15650	-	18400	40
Industrial		6340	231	9447	10	16028	35
Others		-	-	-	-	-	-
Total	Number	16691	3050	25613	10	45364	-
	Percent	37	7	56	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		3	2	5	36	7
Merchandising		1	1	2	32	16
Health		1	1	2	16	8
Office		1	1	2	227	114
Technical		4	-	4	305	76
Industrial		6	-	6	486	81
Others		-	-	-	-	-
Total	Number	16	5	21	1102	52
	Percent	76	24	100	-	-

(Connecticut)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	91	Community or Junior Colleges	3
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	14	State-Operated Vocational Schools	4
Area Vocational Schools	0	Universities or Colleges	1
Total Secondary Schools	105	Total Post-Secondary Schools	8
Combination Secondary and Post-Secondary Schools	0	TOTAL	113

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	391,000	10	836,000	9	38
State Funds	2,931,000	71	6,316,000	66	38
Federal Funds	783,000	19	2,388,000	25	68
TOTAL	4,106,000	100	9,540,000	100	44

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	187,000	5	362,000	4	31
Teacher Education Institutions	29,000	∞	38,000	∞	10
TOTAL for State Agencies	216,000	5	400,000	4	78
Schools:					
Capital Outlay	246,000	6	814,000	9	77
Current Expenses	3,644,000	89	8,326,000	87	43
TOTAL	3,890,000	95	9,140,000	96	45
TOTAL—All Agencies	4,106,000	100	9,540,000	100	44

* Data for 1965-66 have not been fully verified and may contain minor errors. (Connecticut)

DELAWARE

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Delaware declares the Legislature shall "establish and maintain schools." (Article X, Section 1)

"The general administration and supervision of the free public schools and of the educational interests of the State shall be vested in a State Board of Education," (Title 14-101) which is composed of six members, not more than three of which are from the same political party, appointed by the Governor. (Title 14-101)

The State Board of Education is designated as the State Board of Vocational Education (Title 14-3302) to cooperate with the Federal government in carrying out the provisions of a Federal act entitled, "An act to provide for the promotion of vocational education..." which act and all others relating to vocational education the State accepts. (Title 14-3308)

The Delaware State Plan for Vocational Education was submitted to the U. S. Office of Education in the year 1964.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

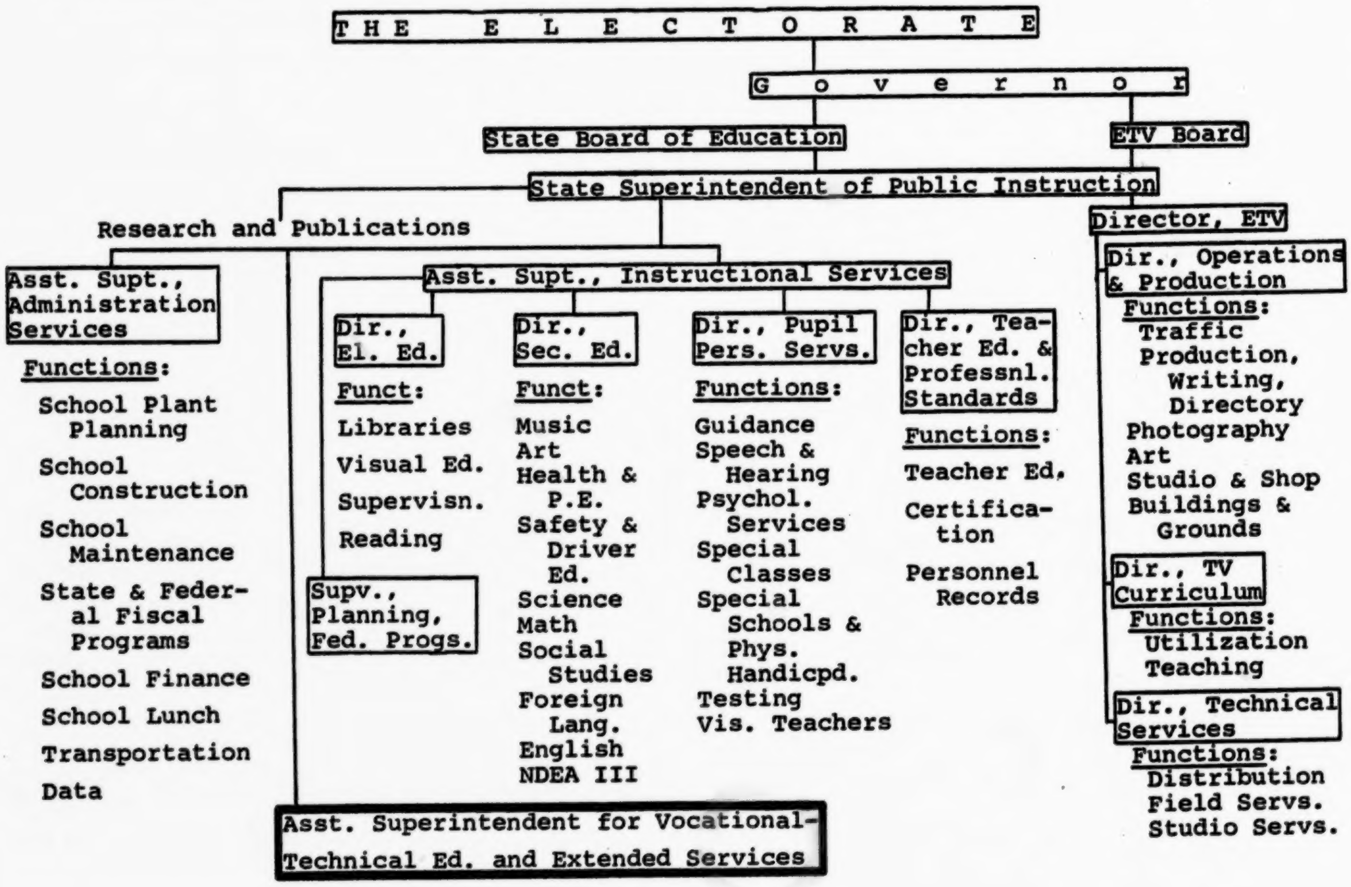
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive secretary of the State Board of Education. He is appointed by the State Board.

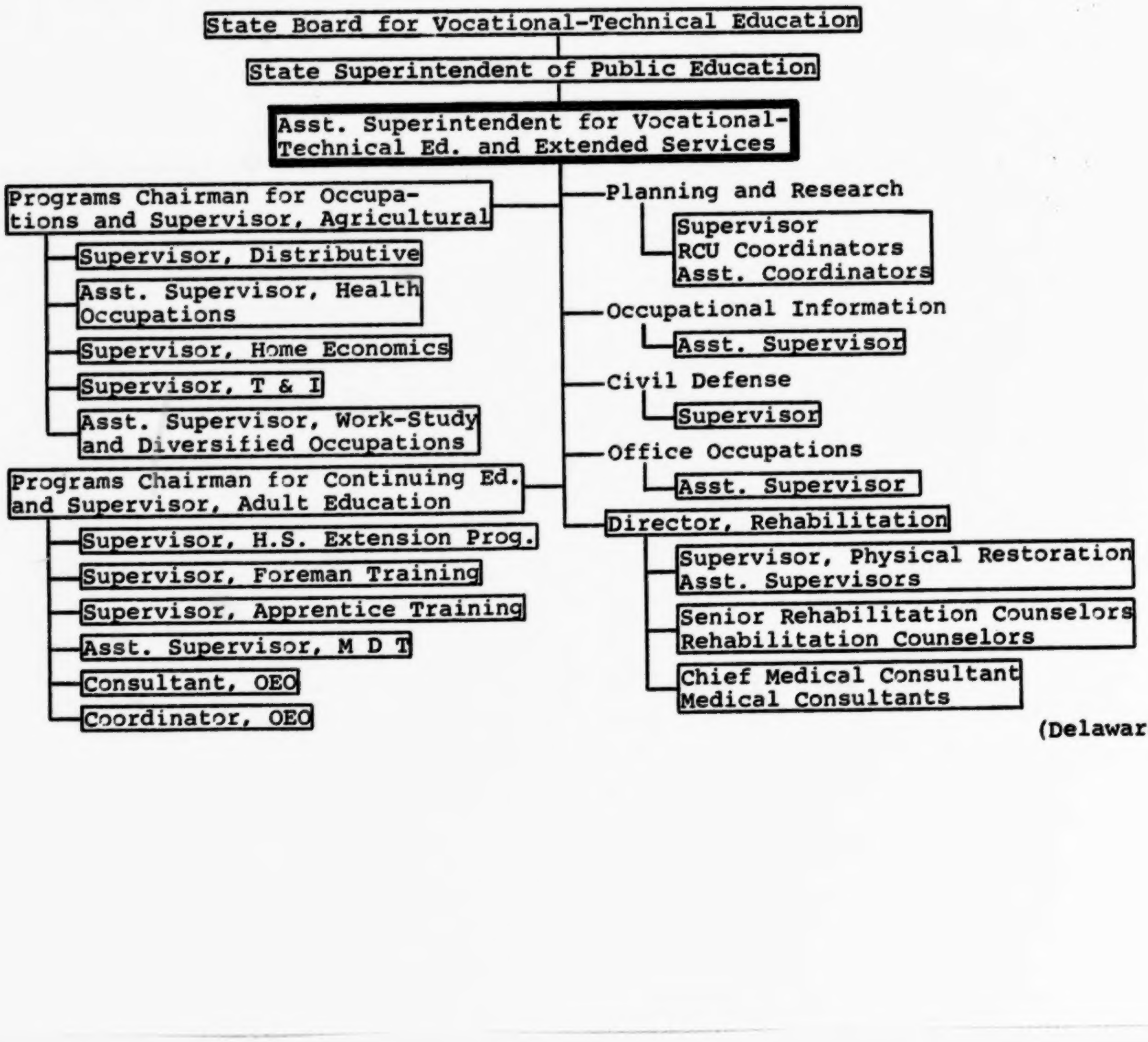
The State Director of Vocational Education

The Assistant Superintendent of Vocational-Technical Education serves as secretary to the State Board for Vocational Education. He works under the immediate supervision of the State Superintendent of Public Instruction. He is appointed by the State Superintendent subject to regulations of the Delaware position classification plan.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
ETV Board
State Superintendent of Public Instruction
Research and Publications
Director, ETV
Asst. Supt., Administration Services
Functions:
School Plant Planning
School Construction
School Maintenance
State & Federal Fiscal Programs
School Finance
School Lunch
Transportation
Data
Asst. Supt., Instructional Services
Dir., El. Ed.
Funct:
Libraries
Visual Ed.
Supervisn.
Reading
Supv., Planning, Fed. Progs.
Dir., Sec. Ed.
Funct:
Music
Art
Health & P.E.
Safety & Driver Ed.
Science
Math
Social Studies
Foreign Lang.
English
NDEA III
Dir., Pupil Pers. Servs.
Functions:
Guidance
Speech & Hearing
Psychol. Services
Special Classes
Special Schools & Phys. Handicpd.
Testing
Vis. Teachers
Dir., Teacher Ed. & Professnl. Standards
Functions:
Teacher Ed.
Certification
Personnel Records
Dir., Operations & Production
Functions:
Traffic
Production, Writing, Directory
Photography
Art
Studio & Shop
Buildings & Grounds
Dir., TV Curriculum
Functions:
Utilization
Teaching
Dir., Technical Services
Functions:
Distribution
Field Servs.
Studio Servs.
Asst. Superintendent for Vocational-Technical Ed. and Extended Services

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational-Technical Education
State Superintendent of Public Education
Asst. Superintendent for Vocational-Technical Ed. and Extended Services
Programs Chairman for Occupations and Supervisor, Agricultural
Supervisor, Distributive
Asst. Supervisor, Health Occupations
Supervisor, Home Economics
Supervisor, T & I
Asst. Supervisor, Work-Study and Diversified Occupations
Programs Chairman for Continuing Ed. and Supervisor, Adult Education
Supervisor, H.S. Extension Prog.
Supervisor, Foreman Training
Supervisor, Apprentice Training
Asst. Supervisor, M D T
Consultant, OEO
Coordinator, OEO
Planning and Research
Supervisor
RCU Coordinators
Asst. Coordinators
Occupational Information
Asst. Supervisor
Civil Defense
Supervisor
Office Occupations
Asst. Supervisor
Director, Rehabilitation
Supervisor, Physical Restoration
Asst. Supervisors
Senior Rehabilitation Counselors
Rehabilitation Counselors
Chief Medical Consultant
Medical Consultants

(Delaware)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

Assistant Superintendent, Vocational-Technical Education and Extended Services		1
Programs Chairmen		2
For Occupations and Supervisor, Agriculture	1	
For Continuing Education and Supervisor, Adult Education	1	
Director, Rehabilitation		1
Supervisors		9
Distributive Education	1	
Home Economics	1	
Trade and Industrial Education	1	
High School Extension Programs	1	
Foreman Training	1	
Apprentice Training	1	
Research	1	
Civil Defense	1	
Rehabilitation	1	
Assistant Supervisors		10
Occupational Information	1	
Office Occupations	1	
Manpower Development and Training	1	
Health Occupations	1	
Work Study and Diversified Occupations	1	
Rehabilitation	5	
Coordinators		2
Research	1	
OEO Work Program	1	
Consultant, OEO		1
Senior Counselors, Rehabilitation		4
Counselors, Rehabilitation		4
Medical Consultant, Rehabilitation		3
TOTAL		37

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		20	-	4	-	24	7
Merchandising		10	-	-	-	10	3
Health		4	-	8	-	12	4
Office		100	-	-	-	100	30
Technical		7	-	15	-	22	7
Industrial		45	-	115	-	160	49
Others		-	-	-	-	-	-
Total	Number	186	-	142	-	328	-
	Percent	57	-	43	-	-	100
Full-time		183	-	4	-	187	57
Part-time		3	-	138	-	141	43

(Delaware)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		695	-	212	-	907	20
Merchandising		437	-	-	-	437	9
Health		64	-	177	-	241	5
Office		-	-	-	-	-	-
Technical		155	-	-	253	408	9
Industrial		1306	14	1335	-	2655	57
Others		-	-	-	-	-	-
Total	Number	2657	14	1724	253	4648	-
	Percent	57	1	37	5	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		1	2	3	24	8
Merchandising		1	-	1	10	10
Health		-	1	1	12	12
Office		1	-	1	100	100
Technical		2	-	2	22	11
Industrial		3	-	3	160	53
Others		-	-		-	-
Total	Number	8	3	11	328	30
	Percent	73	27	100		

(Delaware)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	43	Community or Junior Colleges	0
Vocational Secondary Schools	1	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	2	Universities or Colleges	0
Total Secondary Schools	46	Total Post-Secondary Schools	0
Combination Secondary and Post-Secondary Schools	0	TOTAL	46

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	133,000	11	193,000	8	15
State Funds	848,000	71	1,623,000	67	30
Federal Funds	221,000	18	615,000	25	59
TOTAL	1,202,000	100	2,431,000	100	34

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	106,000	9	139,000	6	101
Teacher Education Institutions	34,000	3	46,000	2	12
TOTAL for State Agencies	140,000	12	185,000	8	11
Schools:					
Capital Outlay	18,000	1	465,000	19	828
Current Expenses	1,044,000	87	1,781,000	73	24
TOTAL	1,062,000	88	2,246,000	92	37
TOTAL—All Agencies	1,202,000	100	2,431,000	100	34

* Data for 1965-66 have not been fully verified and may contain minor errors. (Delaware)

FLORIDA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Florida states that "the Legislature shall provide for a uniform system of public free schools and shall provide for the liberal maintenance of same." (Artical XII, Section 1)

The State Board of Education, composed of the Governor, the Secretary of State, the Attorney General, the State Treasurer and the State Superintendent of Public Instruction (Article XII, Section 3) is authorized to accept the provision of any act of Congress appropriating funds to the State. (Title 229.071) The State Board shall act as the State Board of Vocational Education. (Title 229.061(9)) The State accepts the provisions of an act of Congress entitled, "An act to provide for the promotion of vocational education ..." (Title 229.0119)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

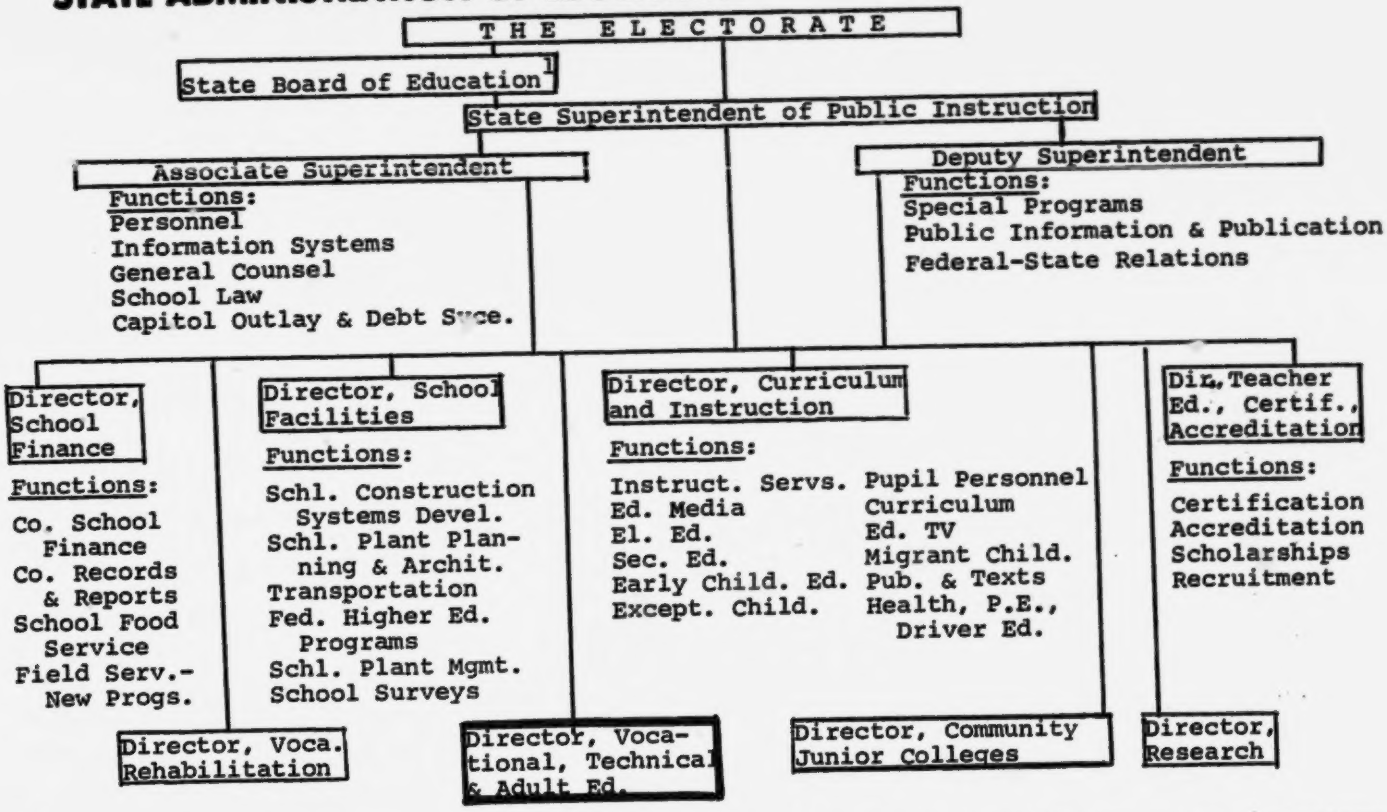
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education for all matters pertaining to vocational education. He is elected by the people of the State for a term of four years, or until the election and qualification of his successor.

The State Director of Vocational Education

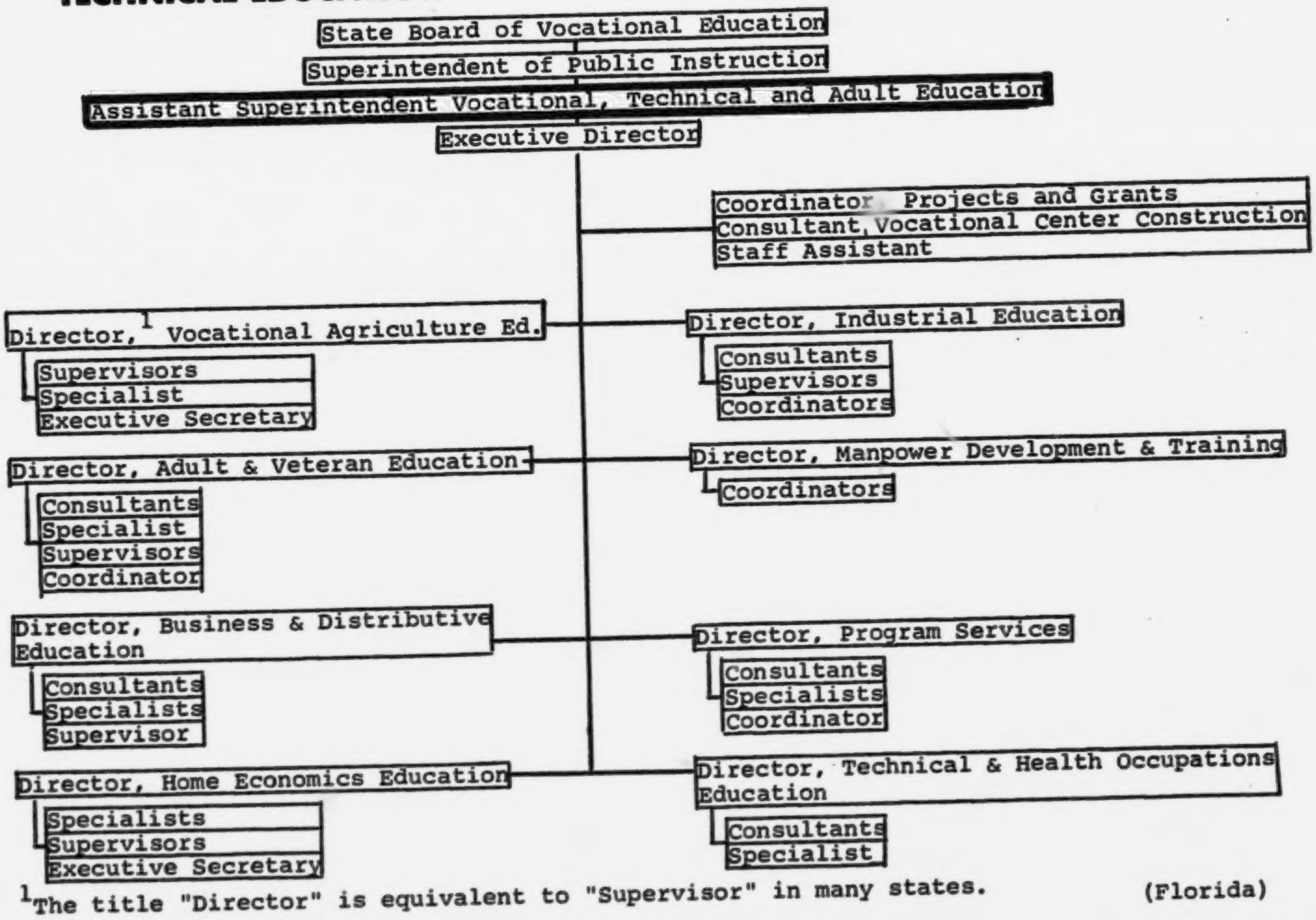
The State Director of Vocational Education is appointed by the State Board of Education upon recommendation of the State Superintendent of Public Instruction. The State Director is responsible to the State Board through the State Superintendent.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
State Board of Education[1]
State Superintendent of Public Instruction
Associate Superintendent
Functions:
Personnel
Information Systems
General Counsel
School Law
Capitol Outlay & Debt Svce.
Deputy Superintendent
Functions:
Special Programs
Public Information & Publication
Federal-State Relations
Director, School Finance
Functions:
Co. School Finance
Co. Records & Reports
School Food Service
Field Serv.-New Progs.
Director, School Facilities
Functions:
Schl. Construction Systems Devel.
Schl. Plant Planning & Archit.
Transportation
Fed. Higher Ed. Programs
Schl. Plant Mgmt.
School Surveys
Director, Curriculum and Instruction
Functions:
Instruct. Servs.
Ed. Media
El. Ed.
Sec. Ed.
Early Child. Ed.
Except. Child.
Pupil Personnel
Curriculum
Ed. TV
Migrant Child.
Pub. & Texts
Health, P.E., Driver Ed.
Dir., Teacher Ed., Certif., Accreditation
Functions:
Certification
Accreditation
Scholarships
Recruitment
Director, Voca. Rehabilitation
Director, Vocational, Technical & Adult Ed.
Director, Community Junior Colleges
Director, Research

[1] The State Board of Education consists of five ex officio members: the governor, secretary of state, attorney general, state treasurer and superintendent of public instruction.

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board of Vocational Education
Superintendent of Public Instruction
Assistant Superintendent Vocational, Technical and Adult Education
Executive Director
Coordinator, Projects and Grants
Consultant, Vocational Center Construction
Staff Assistant
Director,[1] Vocational Agriculture Ed.
Supervisors
Specialist
Executive Secretary
Director, Industrial Education
Consultants
Supervisors
Coordinators
Director, Adult & Veteran Education
Consultants
Specialist
Supervisors
Coordinator
Director, Manpower Development & Training
Coordinators
Director, Business & Distributive Education
Consultants
Specialists
Supervisor
Director, Program Services
Consultants
Specialists
Coordinator
Director, Home Economics Education
Specialists
Supervisors
Executive Secretary
Director, Technical & Health Occupations Education
Consultants
Specialist

[1] The title "Director" is equivalent to "Supervisor" in many states.

(Florida)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

Assistant Superintendent, Vocational-Technical and Adult Education		1
Executive Director, Vocational-Technical and Adult Education		1
Directors		8
Adult & Veteran Education	1	
Agricultural Education	1	
Business & Distributive	1	
Home Economic Education	1	
Industrial Education	1	
Manpower Development and Training	1	
Program Services	1	
Technical & Health Occupations Education	1	
Coordinators		15
Administration	1	
Adult and Veteran Education	1	
Industrial Education	6	
Manpower Development and Training	6	
Program Services	1	
Consultants		29
Administration	1	
Adult & Veteran Education	11	
Consultants (cont.)		
Business & Distributive Ed.	4	
Industrial Education	4	
Program Services	2	
Technical & Health Occupations Education	7	
Specialists		12
Adult & Veteran Education	1	
Agricultural Education	1	
Business & Distributive Ed.	3	
Home Economics Education	2	
Program Services	4	
Technical and Health Occupations Education	1	
Supervisors		15
Adult & Veteran Education	3	
Agricultural Education	4	
Business & Distributive Ed.	1	
Home Economics Education	4	
Industrial Education	3	
Executive Secretaries		2
Agricultural Education	1	
Home Economics Education	1	
Staff Assistants		1
Administration	1	
TOTAL		84

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		197	5	65	5	272	9
Merchandising		63	18	314	12	407	14
Health		3	67	202	1	273	9
Office		80	25	397	-	502	17
Technical		25	280	85	-	390	13
Industrial		274	2	875	3	1154	38
Others		-	-	-	-	-	-
Total	Number	642	397	1938	21	2998	-
	Percent	21	13	65	1	-	100
Full-time		1252	319	451	21	2043	-
Part-time		342	120	2204	-	2666	-

(Florida)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		14640	121	1289	135	16185	10
Merchandising		2410	2019	19575	446	24450	15
Health		47	1963	3704	10	5724	4
Office		5337	6705	47937	-	59979	37
Technical		678	6505	4612	-	11795	7
Industrial		9684	-	34556	30	44270	27
Others		-	-	-	-	-	-
Total	Number	32796	17313	111673	621	162403	-
	Percent	20	11	69	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		11	1	12	272	39
Merchandising		8	-	8	407	81
Health		3	1	4	273	91
Office		8	-	8	533	107
Technical		6	-	6	390	98
Industrial		12	-	12	1154	96
Others		-	-	-	-	-
Total	Number	48	2	50	3029	84
	Percent	97	3	100	-	-

(Florida)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	439	Community or Junior Colleges	22
Vocational Secondary Schools	1	Vocational-Technical Schools	18
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	1
Total Secondary Schools	440	Total Post-Secondary Schools	41
Combination Secondary and Post-Secondary Schools	14	TOTAL	495

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	2,453,000	22	18,440,000	60	217
State Funds	7,429,000	66	5,561,000	18	-8
Federal Funds	1,325,000	12	6,865,000	22	139
TOTAL	11,207,000	100	30,866,000	100	59

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	440,000	4	788,000	2	26
Teacher Education Institutions	119,000	1	186,000	1	19
TOTAL for State Agencies	559,000	5	974,000	3	25
Schools:					
Capital Outlay	-	-	10,105,000	33	∞
Current Expenses	10,648,000	95	19,787,000	64	29
TOTAL	10,648,000	95	29,892,000	97	60
TOTAL—All Agencies	11,207,000	100	30,866,000	100	59

(Florida)

GEORGIA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Georgia declares, "there shall be a thorough system of common schools." (Article VII, Section 22-6601)

The Governor, with the advice and consent of the State Senate, shall appoint one citizen from each congressional district to constitute a State Board of Education. (Article VIII, Section 2-6702)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 32-2201) and the State Board is designated as the State Board for Vocational Education. (Title 32-2204)

There is created also a vocational advisory committee to the State Board to be composed of equal representatives of labor and management. (Title 32-2215)

The State Plan for the administration of vocational education was approved by the State Board for Vocational Education on October 21, 1964, and subsequently amended on November 23, 1966.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

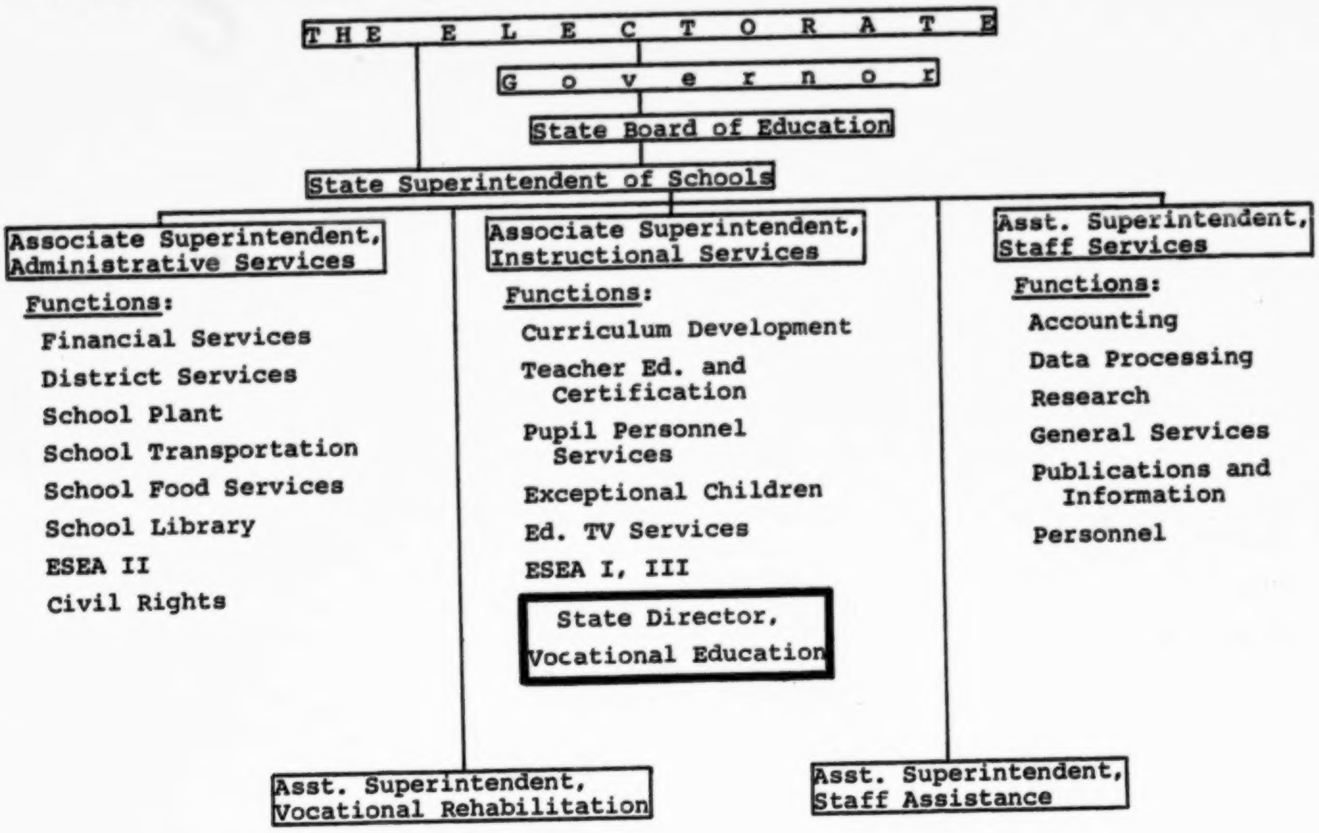
The State Superintendent of Public Instruction

The State Superintendent of Schools is designated Executive Officer of the State Board of Education in all matters pertaining to vocational education. In Georgia the State Superintendent of Public Instruction is elected by the people of the state.

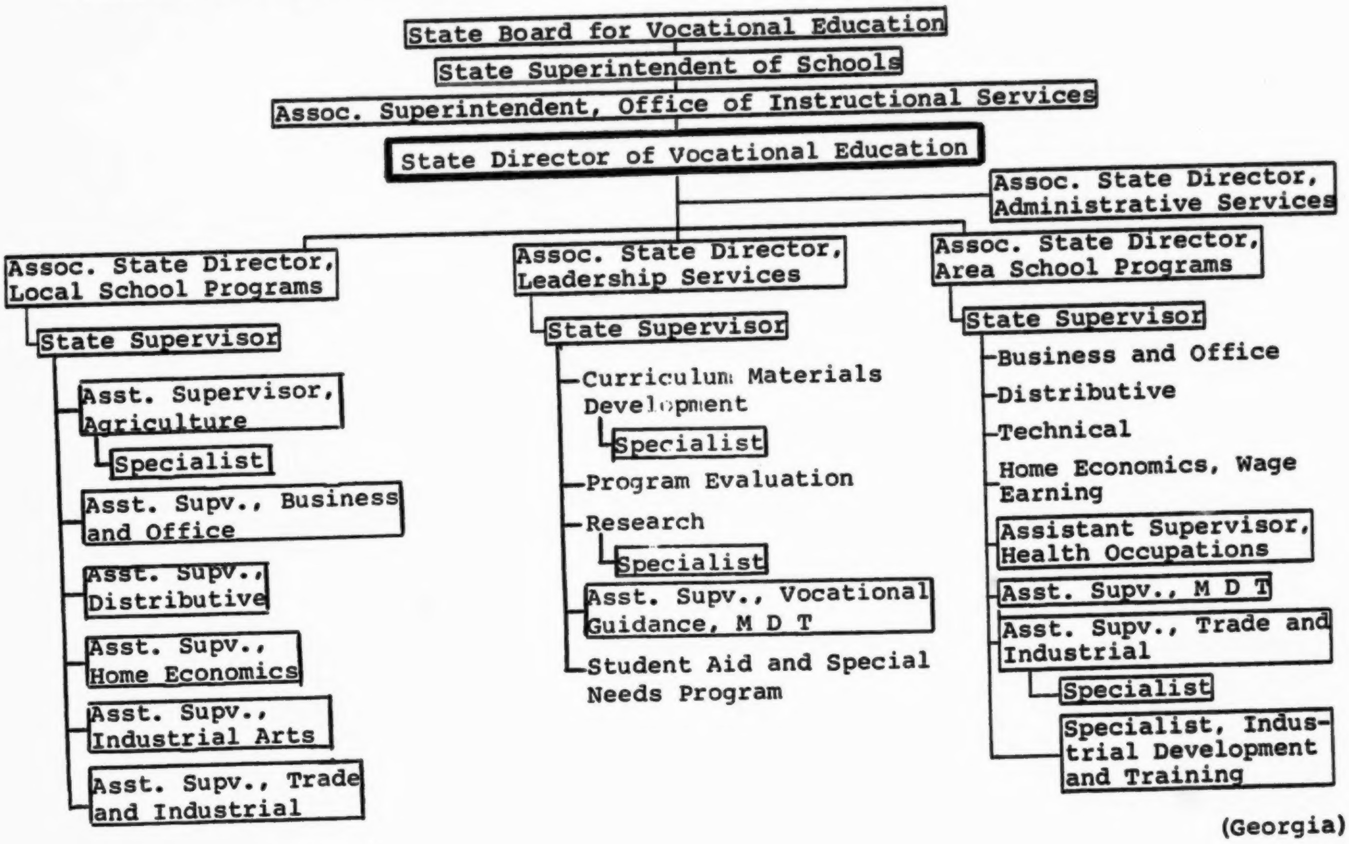
The State Director of Vocational Education

The State Director of Vocational Education is responsible to the State Board through the State Superintendent for the administration, coordination, supervision, and promotion of the vocational education program. He is appointed by the State Board, upon the recommendation of the State Superintendent, for an unspecified term.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Superintendent of Schools
Associate Superintendent, Administrative Services
Functions:
Financial Services
District Services
School Plant
School Transportation
School Food Services
School Library
ESEA II
Civil Rights
Associate Superintendent, Instructional Services
Functions:
Curriculum Development
Teacher Ed. and Certification
Pupil Personnel Services
Exceptional Children
Ed. TV Services
ESEA I, III
State Director, Vocational Education
Asst. Superintendent, Staff Services
Functions:
Accounting
Data Processing
Research
General Services
Publications and Information
Personnel
Asst. Superintendent, Vocational Rehabilitation
Asst. Superintendent, Staff Assistance

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Schools
Assoc. Superintendent, Office of Instructional Services
State Director of Vocational Education
Assoc. State Director, Administrative Services
Assoc. State Director, Local School Programs
State Supervisor
Asst. Supervisor, Agriculture
Specialist
Asst. Supv., Business and Office
Asst. Supv., Distributive
Asst. Supv., Home Economics
Asst. Supv., Industrial Arts
Asst. Supv., Trade and Industrial
Assoc. State Director, Leadership Services
State Supervisor
Curriculum Materials Development
Specialist
Program Evaluation
Research
Specialist
Asst. Supv., Vocational Guidance, M D T
Student Aid and Special Needs Program
Assoc. State Director, Area School Programs
State Supervisor
Business and Office
Distributive
Technical
Home Economics, Wage Earning
Assistant Supervisor, Health Occupations
Asst. Supv., M D T
Asst. Supv., Trade and Industrial
Specialist
Specialist, Industrial Development and Training

(Georgia)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

State Director, Vocational Ed.		1
Associate State Directors		4
Administrative Services	1	
Leadership Services	1	
Instructional Services, Local Programs	1	
Instructional Services, Area and Special Adult Programs	1	
Supervisors		19
Agriculture Education	1	
Business and Office Ed.	2	
Distributive Ed.	2	
Home Economics Education	2	
Diversified Coop. Training	1	
Trade and Industrial Ed.	2	
Industrial Arts Education	1	
Manpower Development Training	1	
Technical Education	1	
Work-Study	1	
Curriculum Materials	1	
Vocational Materials and Reports	1	
Vocational Guidance	1	
Statistical Analysis	1	
Health Occupations	1	
Assistant Supervisors		24
Agriculture Education	4	
Business and Office	5	
Distributive Education	2	
Home Economics Education	4	
Trade and Industrial Ed.	1	
Manpower Development and Training	6	
Leadership Services	2	
Consultants		5
Agriculture Education	3	
Industrial Arts Education	1	
Health Occupations	1	
Coordinators, Research		2
Itinerant Teacher Trainers		6
Agriculture Education	3	
Home Economics Education	2	
Trade and Industrial Ed.	1	
Specialists		5
State and Area Schools	2	
Curriculum Analysis	1	
Accounting	1	
Property Control	1	
Itinerant Instructors		3
Trade and Industrial	3	
TOTAL		69

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		339	-	439	-	778	25
Merchandising		45	2	93	-	140	5
Health		-	-	92	-	92	3
Office		328	124	76	3	531	17
Technical		-	-	208	-	208	7
Industrial		146	-	1156	9	1311	43
Others		-	-	-	-	-	-
Total	Number	858	126	2064	12	3060	-
	Percent	28	4	67	1	-	100
Full-time		811	71	444	-	1326	43
Part-time		47	55	1620	12	1734	57

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		26159	-	33304	-	59463	50
Merchandising		1571	69	8593	-	10233	8
Health		-	-	1464	-	1464	1
Office		4158	3710	-	-	7868	7
Technical		-	-	5153	-	5153	4
Industrial		4158	-	30605	-	34763	29
Others Home Ec.		20	-	993	-	1013	1
Total	Number	36066	3779	80112	-	119957	-
	Percent	30	2	67	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		11	-	11	778	71
Merchandising		4	-	4	140	35
Health		2	-	2	92	46
Office		7	-	7	531	76
Technical		1	-	1	208	208
Industrial		4	3	7	1311	187
Others		-	-	-	-	-
Total	Number	29	3	32	3060	96
	Percent	91	9	100	-	-

(Georgia)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	[illegible]	Community or Junior Colleges	[illegible]
Vocational Secondary Schools	[illegible]	Vocational-Technical Schools	[illegible]
State-Operated Vocational Schools	[illegible]	State-Operated Vocational Schools	[illegible]
Area Vocational Schools	[illegible]	Universities or Colleges	[illegible]
Total Secondary Schools	[illegible]	Total Post-Secondary Schools	[illegible]
Combination Secondary and Post-Secondary Schools	[illegible]	TOTAL	[illegible]

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	5,112,000	47	7,718,000	37	17
State Funds	4,327,000	39	6,463,000	31	17
Federal Funds	1,541,000	14	6,736,000	32	112
TOTAL	10,980,000	100	20,917,000	100	30

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	424,000	4	709,000	3	32
Teacher Education Institutions	141,000	1	168,000	1	6
TOTAL for State Agencies	565,000	5	877,000	4	18
Schools:					
Capital Outlay	2,644,000	24	5,327,000	26	34
Current Expenses	7,771,000	71	14,713,000	70	30
TOTAL	10,415,000	95	20,040,000	96	31
TOTAL—All Agencies	10,980,000	100	20,917,000	100	30

HAWAII

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Hawaii states that "the State shall provide for the establishment and control of a statewide system of public schools." (Article IX, Section 1)

It further states that "There shall be a Board of Education" (Article IX, Section 2) which "shall have power in accordance with the law, to formulate policy and to exercise control over the public school system..." (Article IX, Section 3) The Board of Education is composed of eleven members. "Eight members shall be elected by the qualified voters of the respective school board districts and three members shall be elected at large in the City and County of Honolulu." (Title 37-1) Members of the State Board serve four-year terms which are staggered.

The State accepts an act of Congress entitled,"An act to provide for the promotion of vocational education..." (Title 42-20)and designates the State Board of Education as the State Board for Vocational Education. (Title 42-21) The Board is given general power over vocational education in the State. (Title 42-22)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

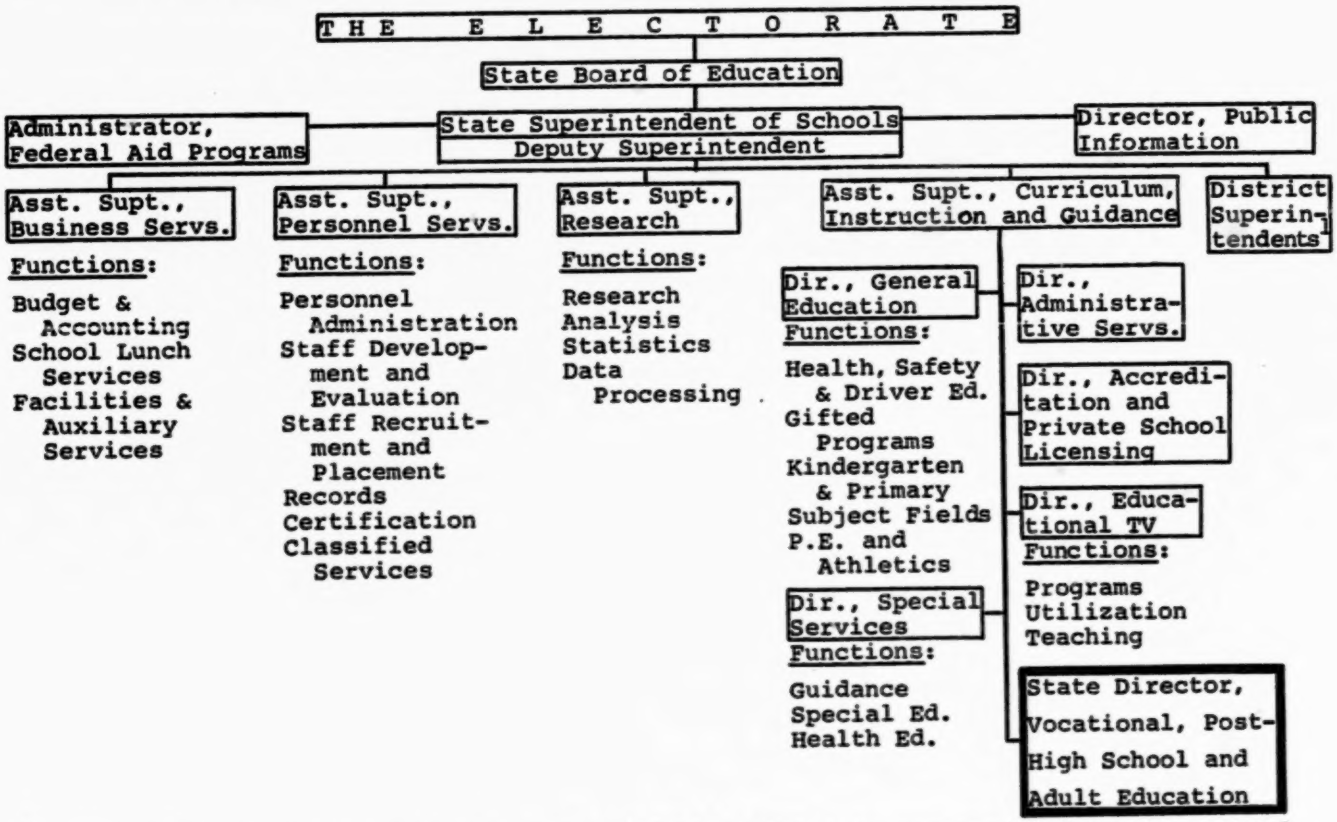
The State Superintendent of Public Instruction

The State Superintendent of Schools is the executive officer of the State Board of Education. He is appointed by the State Board of Education.

The State Director of Vocational Education

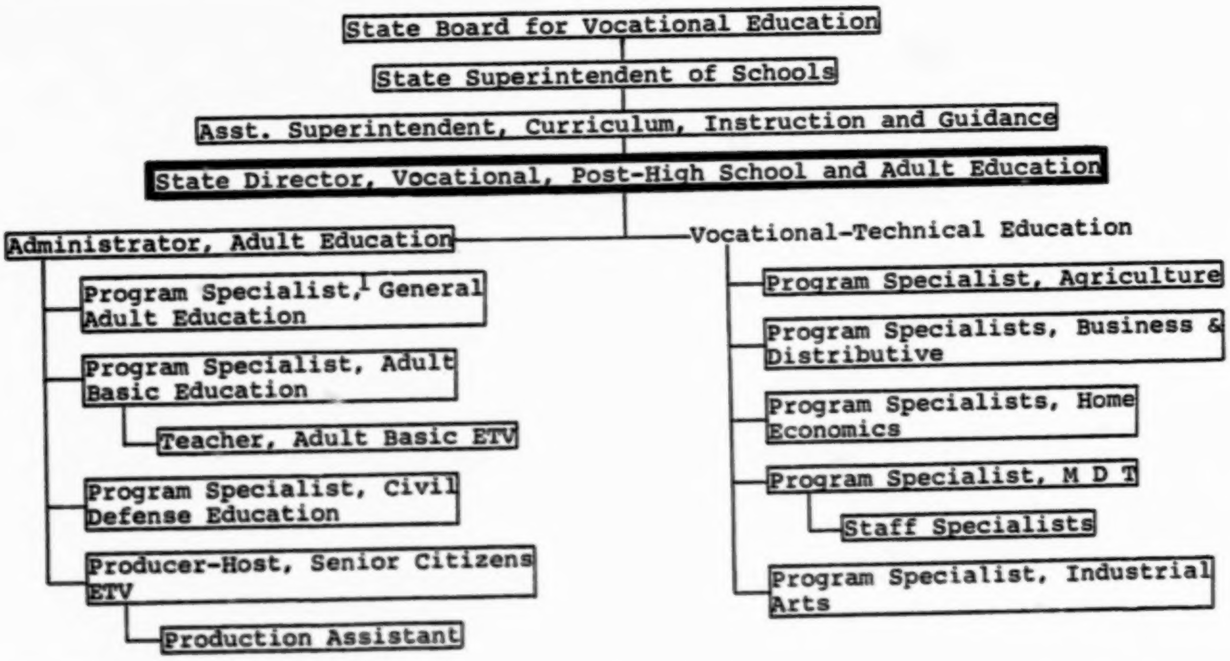
The State Director of Vocational Education is responsible to the State Superintendent of Schools through the Assistant Superintendent for Curriculum, Instruction and Guidance. He is appointed by the State Superintendent of Schools subject to Department of Education regulations.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
State Board of Education
Administrator, Federal Aid Programs
State Superintendent of Schools
Deputy Superintendent
Director, Public Information
Asst. Supt., Business Servs.
Functions:
Budget & Accounting
School Lunch Services
Facilities & Auxiliary Services
Asst. Supt., Personnel Servs.
Functions:
Personnel Administration
Staff Development and Evaluation
Staff Recruitment and Placement
Records
Certification
Classified Services
Asst. Supt., Research
Functions:
Research
Analysis
Statistics
Data Processing
Asst. Supt., Curriculum, Instruction and Guidance
District Superintendents[1]
Dir., General Education
Functions:
Health, Safety & Driver Ed.
Gifted Programs
Kindergarten & Primary
Subject Fields
P.E. and Athletics
Dir., Special Services
Functions:
Guidance
Special Ed.
Health Ed.
Dir., Administrative Servs.
Dir., Accreditation and Private School Licensing
Dir., Educational TV
Functions:
Programs
Utilization
Teaching
State Director, Vocational, Post-High School and Adult Education

[1] The seven District Superintendents "are the line officials responsible for the general administration of schools . . . . The State Board Staff . . . work under the respective district superintendents in providing program supervision . . .."

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Schools
Asst. Superintendent, Curriculum, Instruction and Guidance
State Director, Vocational, Post-High School and Adult Education
Administrator, Adult Education
Vocational-Technical Education
Program Specialist,[1] General Adult Education
Program Specialist, Adult Basic Education
Teacher, Adult Basic ETV
Program Specialist, Civil Defense Education
Producer-Host, Senior Citizens ETV
Production Assistant
Program Specialist, Agriculture
Program Specialists, Business & Distributive
Program Specialists, Home Economics
Program Specialist, M D T
Staff Specialists
Program Specialist, Industrial Arts

---

[1] The title, "Program Specialist," in Hawaii, is equivalent to "Supervisor" in many states.

(Hawaii)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

State Director, Vocational, Post High School, and Adult Education		1
Administrator, Adult Education		1
Program Specialists		10
General Adult Education	1	
Adult Basic Education	1	
Civil Defense Education	1	
Agriculture Education	1	
Business and Distributive Education	2	
Home Economics Education	2	
MDT	1	
Industrial Arts Education	1	
Staff Specialists, MDT		4
TOTAL		16

---

*Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		41	-	34	1	76	23
Merchandising		8	-	4	-	12	4
Health		-	21	-	-	21	6
Office		4	30	6	-	40	12
Technical		-	13	5	-	18	5
Industrial		-	57	111	1	169	50
Others		-	-	-	-	-	-
Total	Number	53	121	160	2	336	-
	Percent	16	36	47	1	-	100
Full-time		7	101	9	-	117	35
Part-time		46	20	151	2	219	65

(Hawaii)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		1466	-	510	-	1976	22
Merchandising		247	-	294	-	541	6
Health		-	120	-	-	120	1
Office		89	1057	79	-	1225	14
Technical		-	112	128	-	240	3
Industrial		-	1153	3534	-	4687	52
Others Home Ec.		75	-	87	-	162	2
Total	Number	1877	2442	2632	-	8951	--
	Percent	21	27	52	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		1	-	1	76	76
Merchandising		1	-	1	12	12
Health		-	-	-	21	-
Office		-	1	1	40	40
Technical		-	-	-	18	-
Industrial		-	-	-	169	-
Others Home Ec.		-	-	-	-	-
Total	Number	2	1	3	336	112
	Percent	67	33	100	-	-

II. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Postsecondary Schools	
Secondary or Comprehensive High Schools	[illegible]	Community or Junior Colleges	[illegible]
Vocational Secondary Schools	[illegible]	Vocational-Technical Schools	[illegible]
Area-Operated Vocational Schools	[illegible]	Area-Operated Vocational Schools	[illegible]
Other Vocational Schools	—	Universities or Colleges	—
Total Secondary Schools	[illegible]	Total Postsecondary Schools	[illegible]
Combination Secondary and Postsecondary Schools	[illegible]	TOTAL	[illegible]

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION*

Sources of Funds	1965-66		[illegible]		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	-	0%	-	0%	0%
State Funds	966,000	82	1,735,000	63	[illegible]
Federal Funds	215,000	18	999,000	37	[illegible]
TOTAL	1,181,000	100	2,734,000	100	44

Expenditures	1965-66		[illegible]		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	138,000	12	248,000	9	[illegible]
Teacher Education Institutions	9,000	0%	38,000	1%	[illegible]
TOTAL for State Agencies	147,000	12	286,000	10	[illegible]
Schools:					
Capital Outlay	3,000	0%	678,000	25	[illegible]
Current Expenses	1,031,000	[illegible]	1,770,000	65	[illegible]
TOTAL	1,034,000	87	2,448,000	90	[illegible]
TOTAL—All Agencies	1,181,000	100	2,734,000	100	44

* Data for 1965-66 have not been fully verified and may contain minor errors. (Hawaii)

IDAHO

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Idaho states that the Legislature shall "establish and maintain a general uniform and thorough system of public, free common schools." (Article IX, Section 1)

"General Supervision of the State educational institutions and public school system...shall be vested in a State Board of Education." (Article IX, Section 2)

The State Board of Education is composed of seven citizens who each serve a term of five (5) years. Members of the Board are appointed by the Governor at intervals so that no more than two individuals' terms expire within the same year. (Titles 33-101 and 33-102 as amended) The State Board supervises and directs all Departments of Public Education. (Title 33-107)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 33-2201) and designated the State Board of Education as the State Board for Vocational Education. (Title 33-2202)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

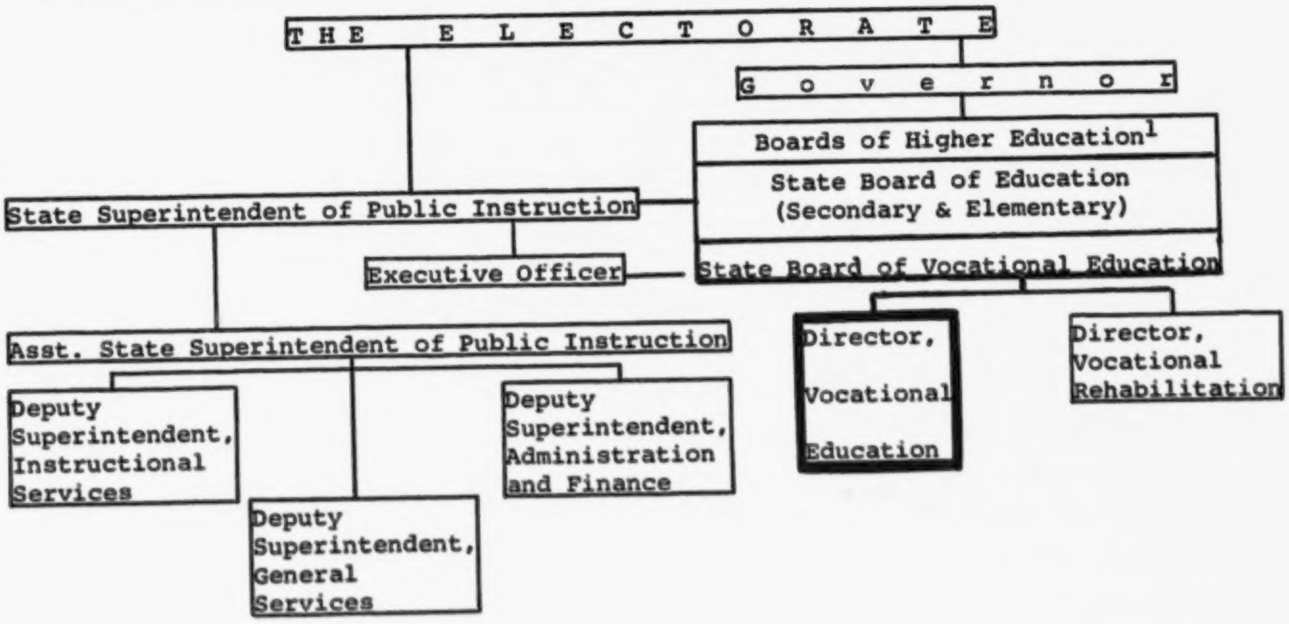
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education. He is elected to office by the qualified voters of the State on a partisan basis for a period of four (4) years and may, at the discretion of the voters, succeed himself.

The State Director of Vocational Education

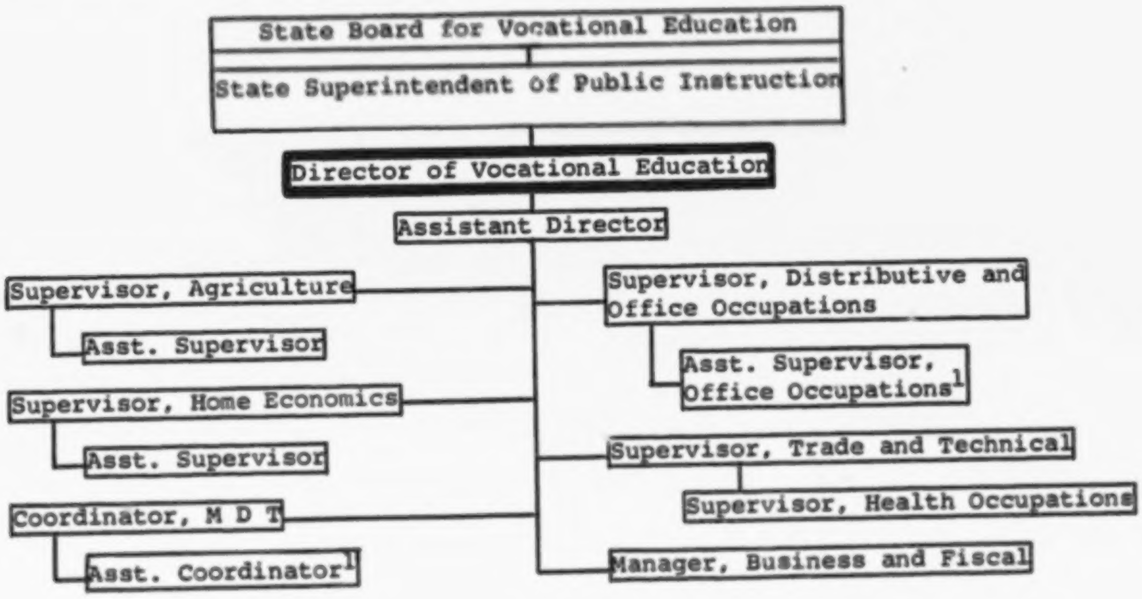
The State Director of Vocational Education is appointed by and responsible to the State Board for Vocational Education.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
Boards of Higher Education[1]
State Board of Education (Secondary & Elementary)
State Board of Vocational Education
State Superintendent of Public Instruction
Executive Officer
Asst. State Superintendent of Public Instruction
Deputy Superintendent, Instructional Services
Deputy Superintendent, General Services
Deputy Superintendent, Administration and Finance
Director, Vocational Education
Director, Vocational Rehabilitation

[1] The Boards of Higher Education include: the Board of Regents, University of Idaho; the Board of Trustees, Idaho State University; and the State Board of Education (Lewis-Clark Normal School).

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Instruction
Director of Vocational Education
Assistant Director
Supervisor, Agriculture
Asst. Supervisor
Supervisor, Home Economics
Asst. Supervisor
Coordinator, M D T
Asst. Coordinator[1]
Supervisor, Distributive and Office Occupations
Asst. Supervisor, Office Occupations[1]
Supervisor, Trade and Technical
Supervisor, Health Occupations
Manager, Business and Fiscal

[1] Indicates position only--no personnel appointed.

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

Director, Vocational Education		1
Assistant Director, Vocational Education		1
Supervisors		5
Agriculture Education	1	
Home Economics Education	1	
Trade and Technical Education	1	
Health Occupation Education	1	
Distributive and Office Occupation Education	1	
Assistant Supervisors		2
Agriculture Education	1	
Home Economic Education	1	
Coordinator, Manpower Development Training		1
Business Manager		1
	TOTAL	11

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66*

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		73	4	3	-	80	16
Merchandising		13	6	6	-	25	5
Health		-	-	28	-	28	5
Office		44	4	18	-	66	13
Technical		-	27	15	-	42	8
Industrial		15	40	70	-	125	25
Others Home Ec.		125	-	17	-	142	28
Total	Number	270	81	157	-	508	-
	Percent	53	16	31	-	-	100
Full-time		132	74	19	-	225	44
Part-time		138	7	138	-	283	56

* Unduplicated Count

(Idaho)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		4036	23	356	-	4415	21
Merchandising		634	7	217	-	858	4
Health		-	15	447	-	462	2
Office		1738	82	581	-	2401	11
Technical		-	358	236	-	594	3
Industrial		643	477	2208	-	3328	15
Others Home Ec.		8939	-	764	-	9703	44
Total	Number	15990	962	4809	-	21761	-
	Percent	74	4	22	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		2	-	2	80	40
Merchandising		-	1*	1*	25	25
Health		1	-	1	28	28
Office		-	1*	1*	66	66
Technical		-	1**	1**	42	42
Industrial		-	1**	1**	125	125
Others Home Ec.		2	-	2	142	71
Total	Number	5	2	7	508	73
	Percent	71	29	100	-	-

* One Supervisor supervises Merchandising & Office

** One Supervisor supervises Technical & Industrial

(Idaho)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	127	Community or Junior Colleges	4
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	1
Total Secondary Schools	127	Total Post-Secondary Schools	5
Combination Secondary and Post-Secondary Schools	0	TOTAL	132

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	620,000	37	1,150,000	39	29
State Funds	636,000	39	682,000	23	2
Federal Funds	394,000	24	1,108,000	38	60
TOTAL	1,650,000	100	2,940,000	100	26

Expenditures	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	123,000	7	166,000	6	12
Teacher Education Institutions	52,000	3	80,000	3	18
TOTAL for State Agencies	175,000	10	246,000	9	14
Schools:					
Capital Outlay	60,000	4	92,000	3	18
Current Expenses	1,415,000	86	2,602,000	88	28
TOTAL	1,475,000	90	2,694,000	91	28
TOTAL—All Agencies	1,650,000	100	2,940,000	100	26

(Idaho)

ILLINOIS

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Illinois states that there shall be a "thorough and efficient system of free schools" in the State. (Article VIII, Section 1)

The state-created Board of Vocational Education is "in the office of the Superintendent of Public Instruction. The Board of Vocational Education shall consist of the Director of Registration and Education, the Superintendent of Public Instruction, the Director of Agriculture, the Director of Labor, the Director of Mental Health, the Director of Public Health and six members to be appointed by the Governor." (Title 122-694) The State Superintendent of Public Instruction is the only elected public official on the State Board. The members of the State Board do not serve a definite term but traditionally change with the Governor, with the exception of the State Superintendent of Public Instruction. The State Superintendent is elected to a four (4) year term of office on a partisan basis and according to Illinois law he may succeed himself.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

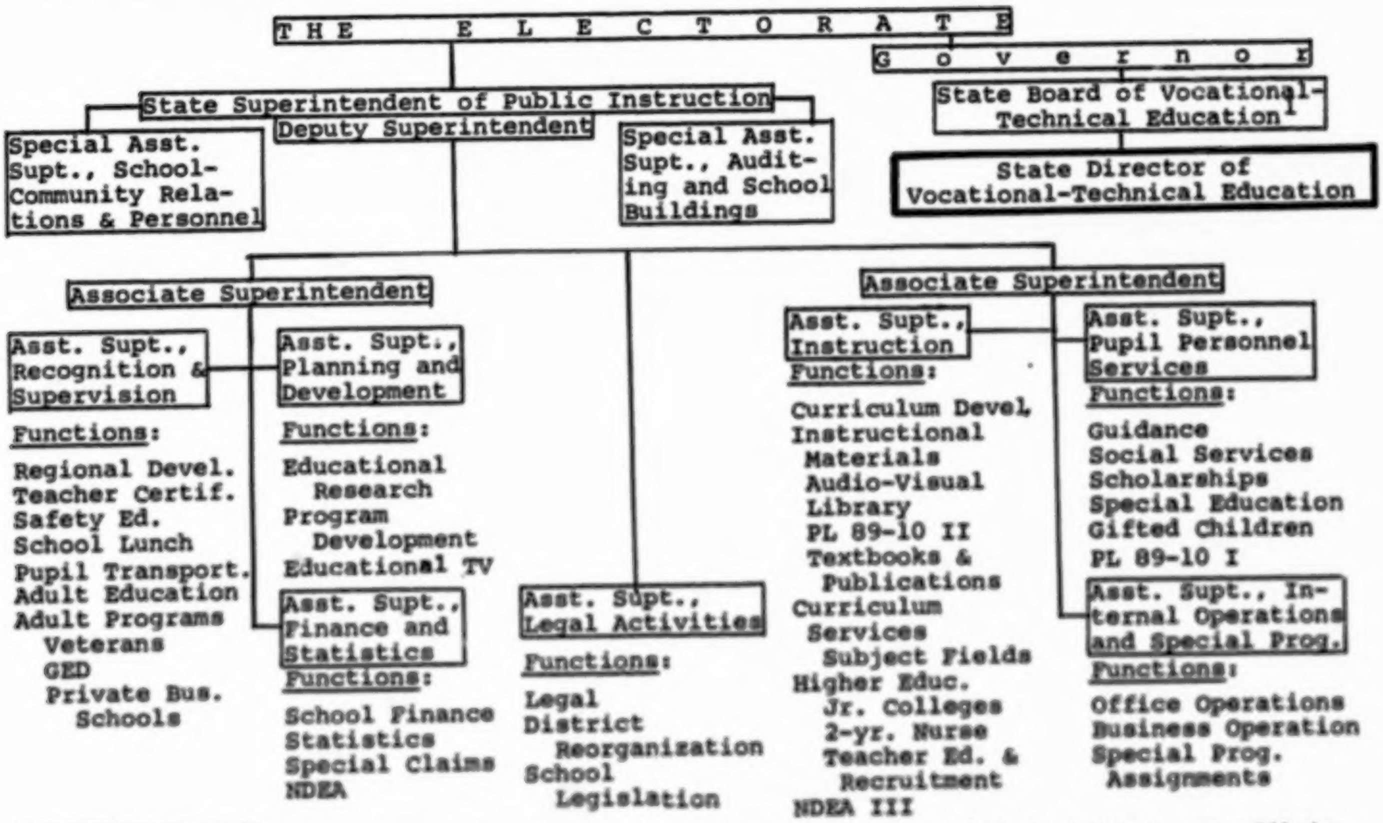
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is a member of the executive branch of the government, and he is elected by the people of the State. He serves as an ex officio member of the State Board of Vocational and Technical Education and provides general supervision of vocational education.

The State Director of Vocational Education

The State Director of Vocational Education is appointed by the State Board to administer the State's program of vocational education.

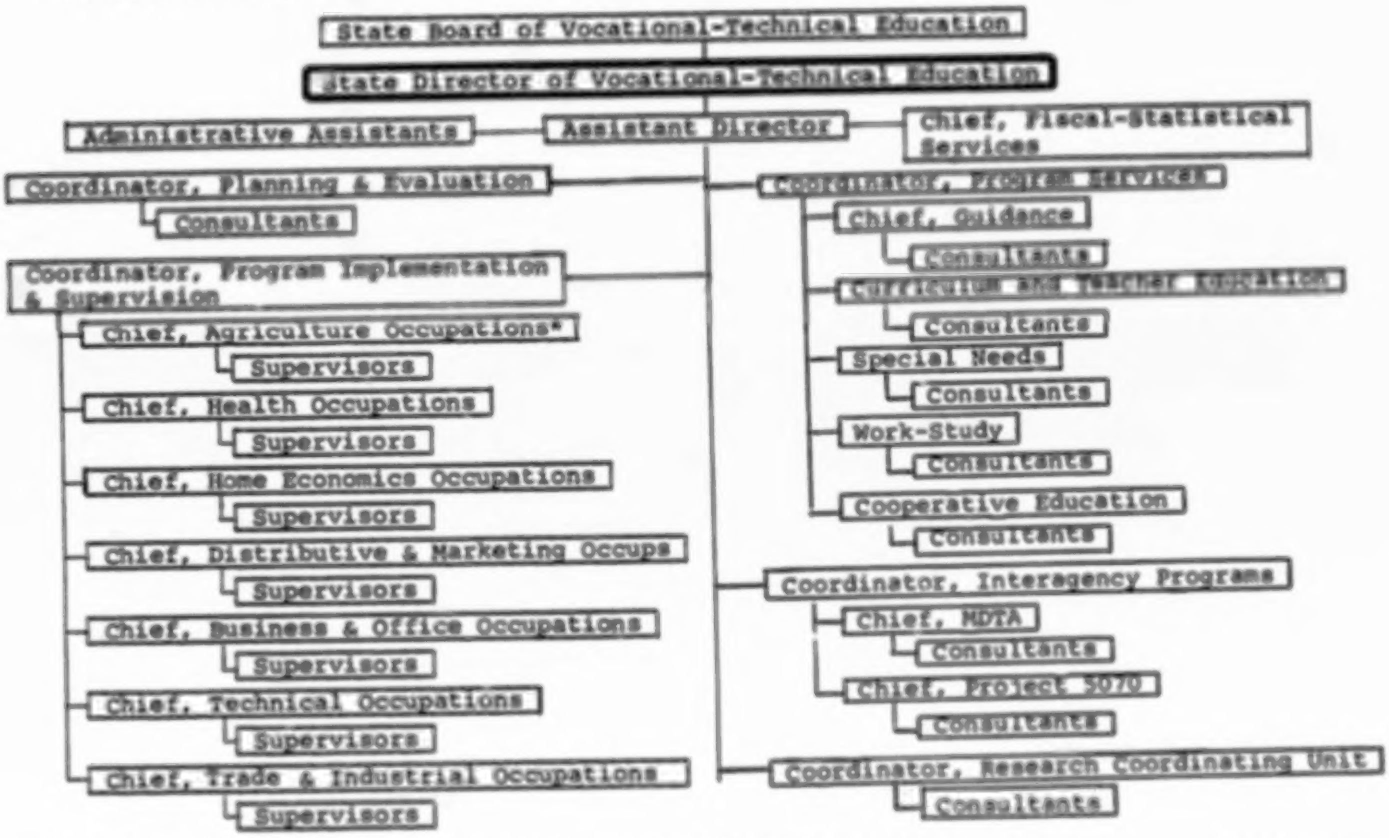
III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Superintendent of Public Instruction
Deputy Superintendent
Special Asst. Supt., School-Community Relations & Personnel
Special Asst. Supt., Auditing and School Buildings
State Board of Vocational-Technical Education[1]
State Director of Vocational-Technical Education
Associate Superintendent
Asst. Supt., Recognition & Supervision
Functions:
Regional Devel.
Teacher Certif.
Safety Ed.
School Lunch
Pupil Transport.
Adult Education
Adult Programs
Veterans
GED
Private Bus. Schools
Asst. Supt., Planning and Development
Functions:
Educational Research
Program Development
Educational TV
Asst. Supt., Finance and Statistics
Functions:
School Finance
Statistics
Special Claims
NDEA
Asst. Supt., Legal Activities
Functions:
Legal
District Reorganization
School Legislation
Associate Superintendent
Asst. Supt., Instruction
Functions:
Curriculum Devel.
Instructional Materials
Audio-Visual
Library
PL 89-10 II
Textbooks & Publications
Curriculum Services
Subject Fields
Higher Educ.
Jr. Colleges
2-yr. Nurse
Teacher Ed. & Recruitment
NDEA III
Asst. Supt., Pupil Personnel Services
Functions:
Guidance
Social Services
Scholarships
Special Education
Gifted Children
PL 89-10 I
Asst. Supt., Internal Operations and Special Prog.
Functions:
Office Operations
Business Operation
Special Prog. Assignments

---

[1] Half the State Board of Vocational-Technical Education is appointed, half is ex officio.

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board of Vocational-Technical Education
State Director of Vocational-Technical Education
Administrative Assistants
Assistant Director
Chief, Fiscal-Statistical Services
Coordinator, Planning & Evaluation
Consultants
Coordinator, Program Implementation & Supervision
Chief, Agriculture Occupations*
Supervisors
Chief, Health Occupations
Supervisors
Chief, Home Economics Occupations
Supervisors
Chief, Distributive & Marketing Occups
Supervisors
Chief, Business & Office Occupations
Supervisors
Chief, Technical Occupations
Supervisors
Chief, Trade & Industrial Occupations
Supervisors
Coordinator, Program Services
Chief, Guidance
Consultants
Curriculum and Teacher Education
Consultants
Special Needs
Consultants
Work-Study
Consultants
Cooperative Education
Consultants
Coordinator, Interagency Programs
Chief, MDTA
Consultants
Chief, Project 5070
Consultants
Coordinator, Research Coordinating Unit
Consultants

*The title "Chief" is equivalent to "Supervisor" in many states. (Illinois)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

State Director of Vocational Education		1
Assistant Director of Education		1
Coordinators		5
Program Services	1	
Research Coordinating Unit	1	
Program Implementation and Supervision	1	
Interagency Programs	1	
Program Planning and Evaluation	1	
Consultants		15
Program Planning	6	
Guidance	1	
Special Needs	1	
Work-Study	1	
Cooperative Education	1	
MDTA	3	
Research	2	
Chiefs		9
Guidance	1	
Agriculture Education	1	
Business and Office Occupations	1	
Distributive and Marketing Education	1	
Health Occupations	1	
Home Economics Education	1	
Technical Education	1	
Industrial Education	1	
MDT	1	
Supervisors		21
Agriculture	6	
Health Occupations	1	
Home Economics Education	3	
Distributive and Marketing Education	2	
Technical Education	1	
Business and Office Education	1	
Industrial Education	7	
TOTAL		52

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS *
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		465	15	386	-	866	27
Merchandising		102	-	12	2	116	3
Health		2	4	95	-	101	3
Office		350	3	41	-	394	12
Technical		-	219	254	-		15
Industrial		362	11	764	25	1162	36
Others		45	1	14	74	134	4
Total	Number	1326	253	1566	101	3246	-
	Percent	41	8	48	3	-	100
Full-time		419	160	136	32		23
Part-time		907	93	1430	69	2499	77

(Illinois)

* These data contain duplication. Example. A secondary teacher who also has evening adult classes is counted in both the Secondary and Adult columns.

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		16385	248	8364	-	24997	26
Merchandising		2306	-	542	588	3436	3
Health		21	30	1739	-	1790	2
Office		19823	306	1133	-	21262	22
Technical		-	2500	4863	-	7363	8
Industrial		9580	238	18691	7647	36156	37
Others		1239	-	350	1073	2662	2
Total	Number	49354	3322	35682	9308	97666	-
	Percent	51	3	37	9	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		12	11	23	866	38
Merchandising		-	10	10	116	12
Health		1	-	1	101	101
Office		-	7	7	394	56
Technical		2	-	2	473	237
Industrial		10	-	10	1162	116
Others		-	-	-	134	-
Total	Number	25	28	53	3246	61
	Percent	47	53	100	-	-

(Illinois)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	669	Community or Junior Colleges	19
Vocational Secondary Schools	4	Vocational-Technical Schools	2
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	0
Total Secondary Schools	673	Total Post-Secondary Schools	21
Combination Secondary and Post-Secondary Schools	0	TOTAL	694

X.. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION*

Sources of Funds	1962-63 Amount	1962-63 Percent	1965-66 Amount	1965-66 Percent	Average Annual Percent Increase
Local School District or Institution	6,469,000	56	10,891,000	43	23
State Funds	2,999,000	25	4,720,000	18	19
Federal Funds	2,154,000	19	9,851,000	39	119
TOTAL	11,622,000	100	25,462,000	100	40

Expenditures	1962-63 Amount	1962-63 Percent	1965-66 Amount	1965-66 Percent	Average Annual Percent Increase
State Division of Vocational Education	428,000	4	618,000	2	15
Teacher Education Institutions	255,000	2	456,000	2	26
TOTAL for State Agencies	683,000	6	1,074,000	4	19
Schools:					
Capital Outlay	211,000	2	7,111,000	28	1090
Current Expenses	10,728,000	92	17,277,000	68	20
TOTAL	10,939,000	94	24,388,000	96	41
TOTAL—All Agencies	11,622,000	100	25,462,000	100	40

* Data for 1965-66 have not been fully verified and may contain minor errors. (Illinois)

INDIANA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Indiana provides by law, for a "general and uniform system of Common Schools." (Article VIII, Section 1)

A State Board of Vocational and Technical Education was created and established by statute to supersede the General Commission of the State Board of Education which prior to 1966 had been designated the State Board for Vocational Education. (Section 28-4951) "This state board of vocational and technical education is hereby designated, effective as of January 1, 1966, as the official instrument of the State to receive Federal funds for vocational and/or technical education, training or retraining, and to carry out the provisions of the Federal statutes, relating thereto..." (Section 28-4953)

"The Board shall consist of nine (9) members, to wit: the Governor and the Superintendent of Public Instruction as ex officio members and seven (7) members at large to serve staggered terms as appointed by the Governor..." (Section 28-4952); one nominated by the I.V.T.C. Board of Trustees, one nominated by the General Commission, and one nominated by local directors of Vocational Education Associations. The other four (4) members represent labor, management, and business.

The Indiana State Plan was approved, as amended, by the U.S. Office of Education on November 3, 1965.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

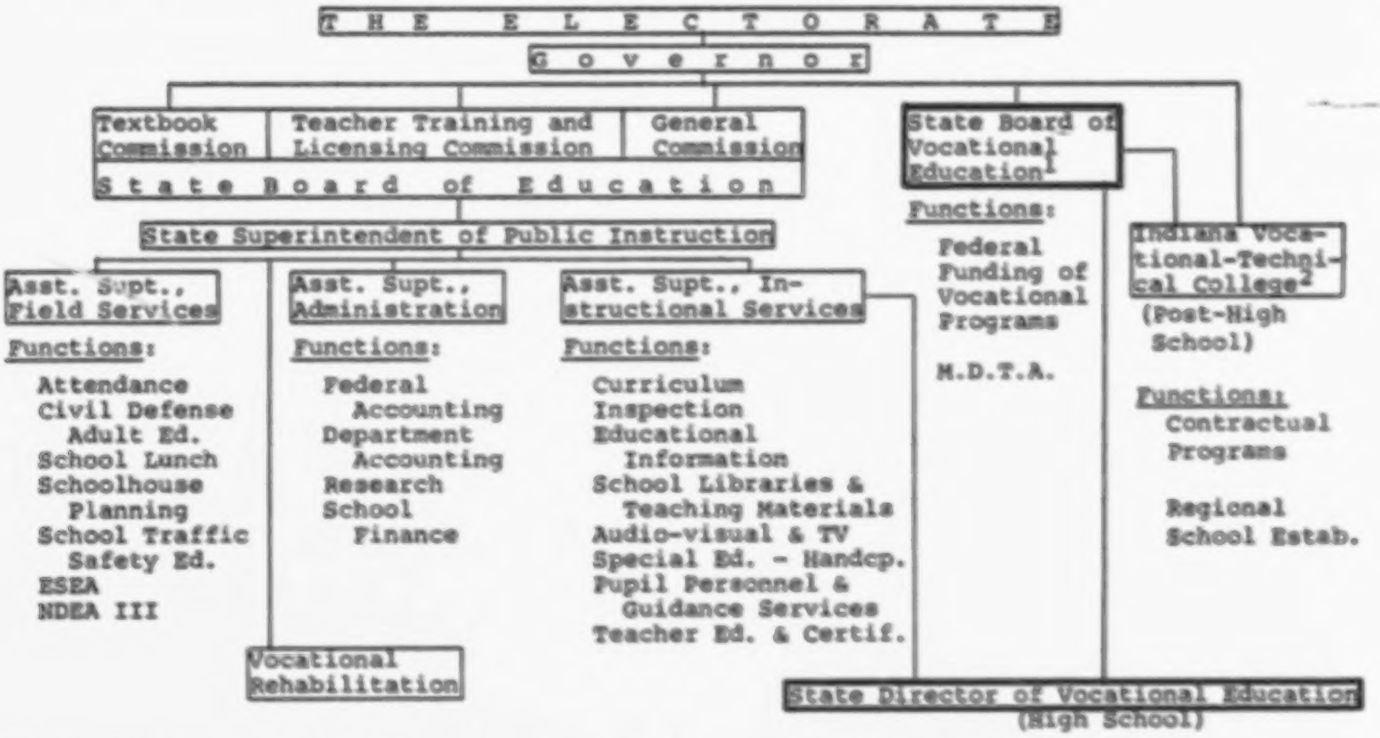
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is elected on a partisan basis every two years and he may succeed himself as often as elected. The State Superintendent is an ex officio member of the State Board of Vocational and Technical Education.

The State Director of Vocational Education

The State Director of Vocational Education is the executive officer of the State Board of Vocational and Technical Education. He is appointed to office by the State Board. The Department of Public Instruction has a Division of Vocational Education with a director who is appointed by the Superintendent of Public Instruction and confirmed by the General Commission of the State Board of Education.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION

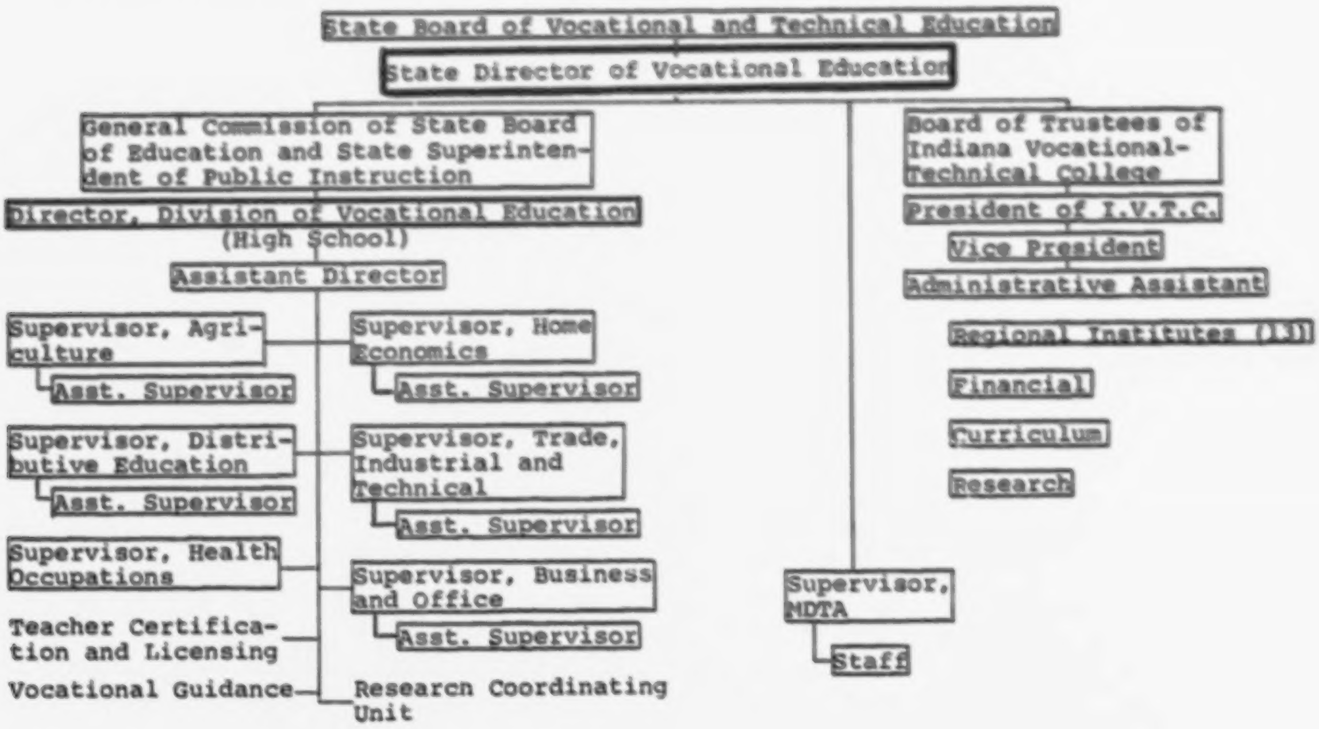

THE ELECTORATE
Governor
Textbook Commission
Teacher Training and Licensing Commission
General Commission
State Board of Education
State Board of Vocational Education[1]
Functions:
Federal Funding of Vocational Programs
M.D.T.A.
Indiana Vocational-Technical College[2]
(Post-High School)
Functions:
Contractual Programs
Regional School Estab.
State Superintendent of Public Instruction
Asst. Supt., Field Services
Functions:
Attendance
Civil Defense Adult Ed.
School Lunch
Schoolhouse Planning
School Traffic Safety Ed.
ESEA
NDEA III
Asst. Supt., Administration
Functions:
Federal Accounting
Department Accounting
Research
School Finance
Asst. Supt., Instructional Services
Functions:
Curriculum
Inspection
Educational Information
School Libraries & Teaching Materials
Audio-visual & TV
Special Ed. - Handcp.
Pupil Personnel & Guidance Services
Teacher Ed. & Certif.
Vocational Rehabilitation
State Director of Vocational Education
(High School)

---

[1] The State Board of Vocational Education is the official agency receiving Federal funds for vocational education. It disperses such funds for post-high school programs through the Indiana Vocational-Technical College, and for high school programs through the State Director of Vocational Education.

[2] The "Indiana Vocational-Technical College" is a separate Board for the administration of state and Federal funds for post-high school programs in vocational education in regional institutes.

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board of Vocational and Technical Education
State Director of Vocational Education
General Commission of State Board of Education and State Superintendent of Public Instruction
Director, Division of Vocational Education
(High School)
Assistant Director
Supervisor, Agriculture
Asst. Supervisor
Supervisor, Home Economics
Asst. Supervisor
Supervisor, Distributive Education
Asst. Supervisor
Supervisor, Trade, Industrial and Technical
Asst. Supervisor
Supervisor, Health Occupations
Supervisor, Business and Office
Asst. Supervisor
Teacher Certification and Licensing
Vocational Guidance
Research Coordinating Unit
Supervisor, MDTA
Staff
Board of Trustees of Indiana Vocational-Technical College
President of I.V.T.C.
Vice President
Administrative Assistant
Regional Institutes (13)
Financial
Curriculum
Research

(Indiana)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

State Director, Vocational Education		1
Assistant Director, Vocational Education		1
Supervisors		6
Agriculture Education	1	
Business and Office Education	1	
Distributive Education	1	
Health Occupations	1	
Home Economics	1	
Trade, Industrial and Technical	1	
Assistant Supervisors		10
Agriculture Education	4	
Distributive Education	1	
Home Economics	2	
Trade, Industrial and Technical	2	
Specialist, Trade, Industrial and Technical	1	
TOTAL		18

* Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		270	-	218	-	488	21
Merchandising		41	1	85	-	127	6
Health		2	17	49	-	68	3
Office		4	3	-	-	7	f
Technical		11	20	166	-	197	9
Industrial		226	2	503	8	739	32
Others Home Ec.		599	-	66	-	665	29
Total	Number	1153	43	1087	8	2291	-
	Percent	50	2	48	f	-	100
Full-time		129	17	21	-	-	11
Part-time		424	24	949	8	-	89

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		11,384	-	6,468	-	17,852	23
Merchandising		724	35	1,745	-	2,504	3
Health		48	60	806	-	914	1
Office		60	145	-	-	205	f
Technical		205	527	2,921	-	3,653	5
Industrial		4,367	4	9,310	113	13,794	17
Others Home Ec.		36,363	-	3,372	-	39,735	51
Total	Number	53,151	771	24,622	113	78,657	-
	Percent	68	1	31	f	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		5	-	5	488	98
Merchandising		2	-	2	127	64
Health		1	-	1	68	68
Office		1	-	1	7	7
Technical		-	-	1	197	198
Industrial		4	-	4	731	182
Others Home Ec		3	-	3	665	222
Total	Number	16	-	16	2283	143
	Percent	100	-	100	-	-

(Indiana)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	464	Community or Junior Colleges	1
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	1
Total Secondary Schools	464	Total Post-Secondary Schools	2
Combination Secondary and Post-Secondary Schools	0	TOTAL	466

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	4,306,000	67	8,700,000	54	34
State Funds	753,000	12	1,755,000	11	44
Federal Funds	1,321,000	21	5,588,000	35	108
TOTAL	6,380,000	100	16,043,000	100	51

Expenditures	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	120,000	2	235,000	2	32
Teacher Education Institutions	435,000	7	685,000	4	19
TOTAL for State Agencies	555,000	9	920,000	6	22
Schools:					
Capital Outlay	330,000	5	7,674,000	47	738
Current Expenses	5,495,000	86	7,507,000	47	12
TOTAL	5,825,000	91	15,181,000	94	54
TOTAL—All Agencies	6,380,000	100	16,101,000	100	51

(Indiana)

IOWA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Iowa states that "The Board of Education shall provide for the education of all the youths of the State, through a system of Common Schools ..." (Article IX, Section 12)

It further provides that the State Board of Education, consisting of the Lieutenant Governor and one member to be elected from each judicial district in the State (Article IX, Section 1-1), shall have "full power and authority to legislate and make all needful rules and regulations in relation to Common Schools." (Article IX, Section 8)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 258.1) and designates that the State Board of Public Instruction shall constitute the board for vocational education. (Title 258.2)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

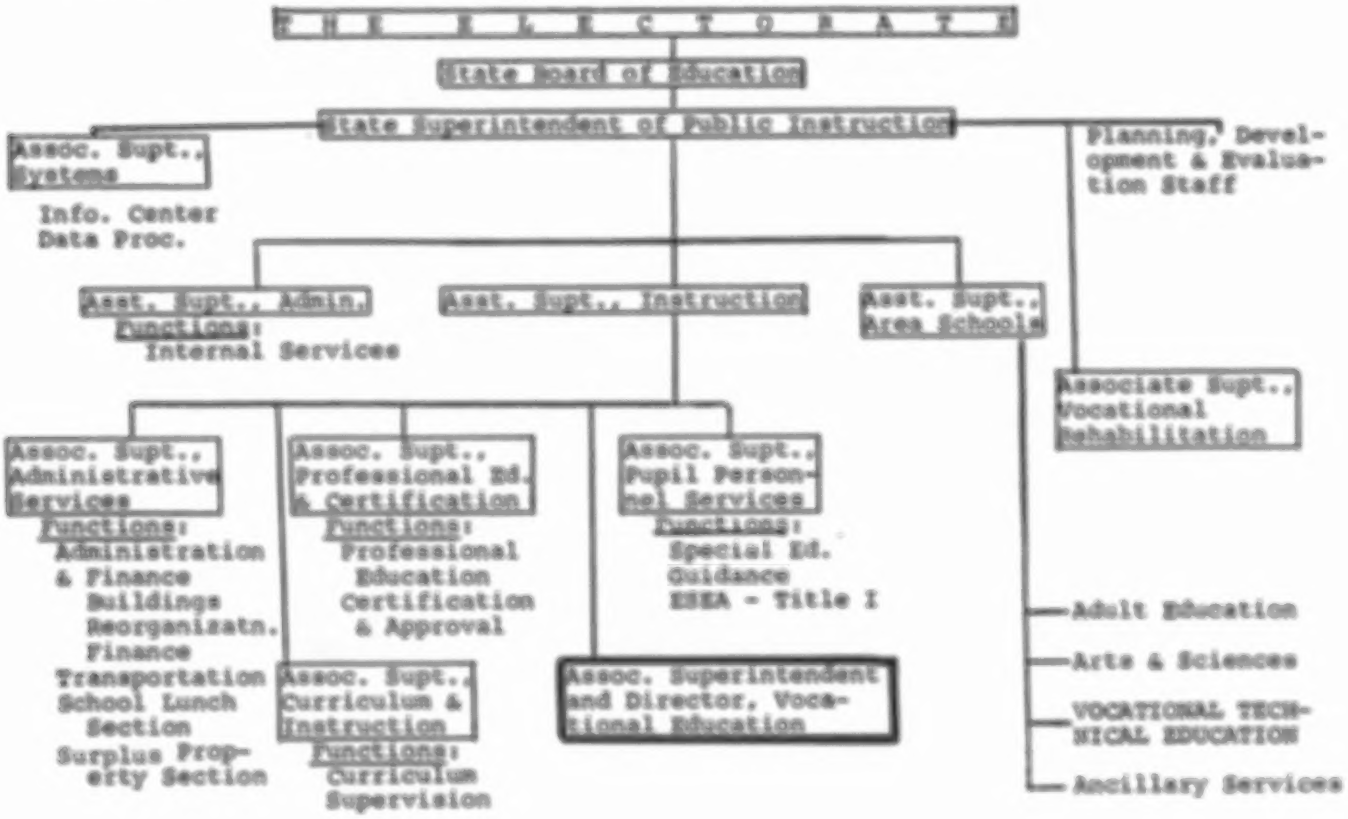
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is appointed for a four-year term by the State Board of Education. He serves as the executive officer of the State Board of Education and acts as the executive officer of the State Board in all matters pertaining to vocational education and vocational rehabilitation.

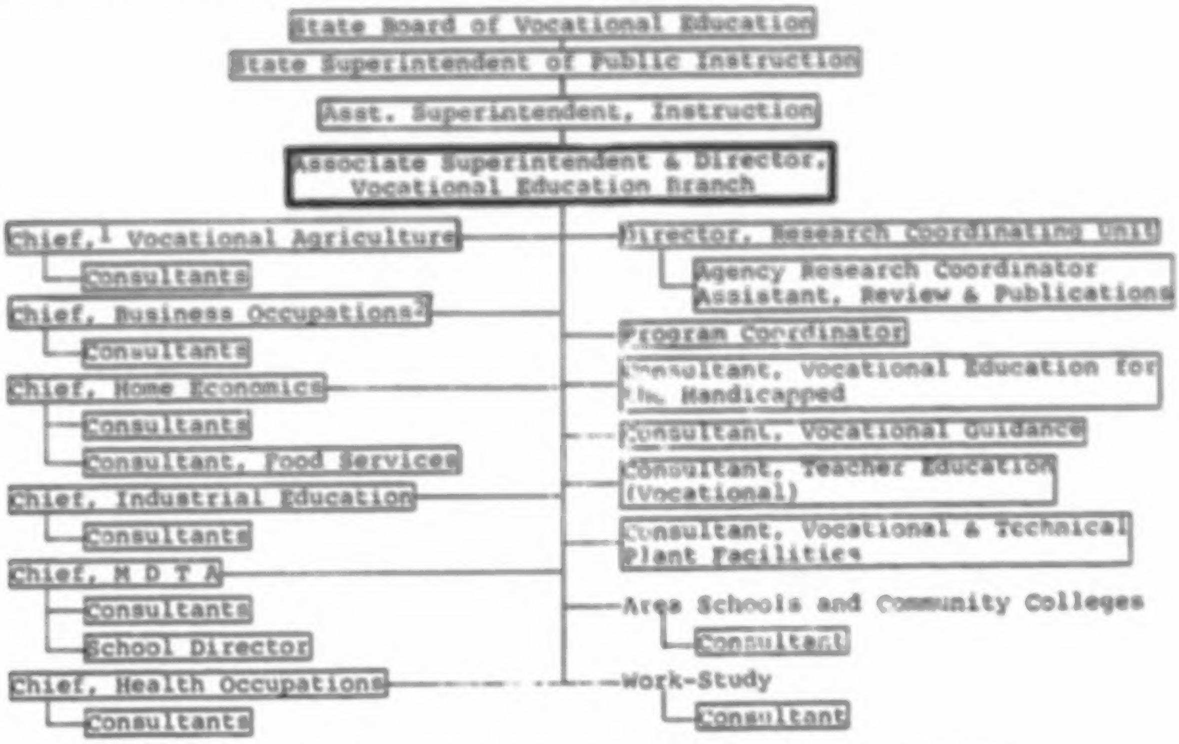
The State Director of Vocational Education

The State Director of Vocational Education is appointed by the State Superintendent of Public Instruction, with approval of the State Board of Education. The State Director of Vocational Education is responsible to the Assistant Superintendent in Charge of Instruction.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
State Board of Education
State Superintendent of Public Instruction
Assoc. Supt., Systems
Info. Center
Data Proc.
Planning, Development & Evaluation Staff
Asst. Supt., Admin.
Functions:
Internal Services
Asst. Supt., Instruction
Asst. Supt., Area Schools
Associate Supt., Vocational Rehabilitation
Assoc. Supt., Administrative Services
Functions:
Administration & Finance
Buildings
Reorganizatn.
Finance
Transportation
School Lunch Section
Surplus Property Section
Assoc. Supt., Professional Ed. & Certification
Functions:
Professional Education
Certification & Approval
Assoc. Supt., Pupil Personnel Services
Functions:
Special Ed.
Guidance
ESEA - Title I
Assoc. Supt., Curriculum & Instruction
Functions:
Curriculum
Supervision
Assoc. Superintendent and Director, Vocational Education
Adult Education
Arts & Sciences
VOCATIONAL TECHNICAL EDUCATION
Ancillary Services

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board of Vocational Education
State Superintendent of Public Instruction
Asst. Superintendent, Instruction
Associate Superintendent & Director, Vocational Education Branch
Chief,[1] Vocational Agriculture
Consultants
Chief, Business Occupations[2]
Consultants
Chief, Home Economics
Consultants
Consultant, Food Services
Chief, Industrial Education
Consultants
Chief, M D T A
Consultants
School Director
Chief, Health Occupations
Consultants
Director, Research Coordinating Unit
Agency Research Coordinator
Assistant, Review & Publications
Program Coordinator
Consultant, Vocational Education for the Handicapped
Consultant, Vocational Guidance
Consultant, Teacher Education (Vocational)
Consultant, Vocational & Technical Plant Facilities
Area Schools and Community Colleges
Consultant
Work-Study
Consultant

---

[1] The title "Chief" is the equivalent of "Supervisor" in many states.

[2] Responsible for office and distributive occupations.

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

Associate Superintendent for Vocational Education		1
State Director of Vocational Education		1
Chiefs		5
Agriculture	1	
Business Occupations	1	
Home Economics	1	
Manpower Development Training	1	
Industrial Education	1	
Director, Research Coordinating Unit, RCU		1
Assistant, Review and Publications, RCU		1

Consultants		20
Agriculture Education	3	
Business Occupations	2	
Home Economics	3	
Manpower Development Training	2	
Health Occupations	2	
Industrial Education	2	
Work Study Programs	1	
Area Schools and Community Colleges	1	
Vocational Education for Handicapped Persons	1	
Vocational Guidance	1	
Vocational and Technical Plant Facilities	1	
Teacher Education--Vocational	1	
TOTAL		29

---

* Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		248	2	238	-	488	24
Merchandising		43	7	60	-	110	6
Health		-	68	2	-	70	4
Office		30	6	61	-	97	5
Technical		12	114	159	-	285	14
Industrial		122	11	329	-	462	23
Others Home Ec.		293	-	194	2	489	24
Total	Number	748	208	1043	2	2001	-
	Percent	38	10	52	-	-	100
Full-time		655	108	5	-	768	-
Part-time		93	100	1038	2	1233	-

(Iowa)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		10503	36	17564	–	28103	36
Merchandising		808	150	2209	–	3167	4
Health		–	406	50	–	456	f
Office		366	46	759	–	1171	2
Technical		276	954	2195	–	3425	4
Industrial		2141	223	12950	–	15314	20
Others Home Ec.		19453	–	6643	–	26096	34
Total	Number	33547	1815	42370	–	77732	–
	Percent	43	2	55	–	–	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		4	–	4	488	122
Merchandising		2	–	2	110	55
Health		2	1	3	70	23
Office		1	–	1	97	97
Technical		1	–	1	285	285
Industrial (MDTA)		5	–	5	462	93
Others Area School Work-Study Special Needs		13	–	13	489	38
Total	Number	28	1	29	2001	69
	Percent	96	4	100	–	–

(Iowa)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	308	Community or Junior Colleges	12
Vocational Secondary Schools	4	Vocational-Technical Schools	8
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	16	Universities or Colleges	3
Total Secondary Schools	328	Total Post-Secondary Schools	23
Combination Secondary and Post-Secondary Schools	2	TOTAL	353

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	2,550,000	50	4,150,000	50	21
State Funds	1,153,000	22	724,000	9	-12
Federal Funds	1,418,000	28	3,403,000	41	47
TOTAL	5,121,000	100	8,277,000	100	21

Expenditures	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	167,000	3	547,000	7	76
Teacher Education Institutions	186,000	4	310,000	4	22
TOTAL for State Agencies	353,000	7	857,000	11	-
Schools:					
Capital Outlay	705,000	14	1,031,000	12	15
Current Expenses	4,063,000	79	6,389,000	77	19
TOTAL	4,768,000	93	7,420,000	89	19
TOTAL—All Agencies	5,121,000	100	8,277,000	100	21

(Iowa)

KANSAS

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Kansas states that "the Legislature shall encourage the promotion of intellectual, moral, scientific and agricultural improvement, by establishing a uniform system of common schools." (Artical VI, Section 2)

The State Superintendent of Public Instruction is to have general supervision of the schools of the State (Title 72-109) and is to be head of the State Department of Education. He is elected on a partisan basis for a two-year term. He may succeed himself.

The State Board of Education is composed of seven members who serve six-year staggered terms. Members of the State Board are appointed by the Governor of the State.

The State Board of Education is designated the State Board for Vocational Education. (Title 72-4304) The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 72-4301)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

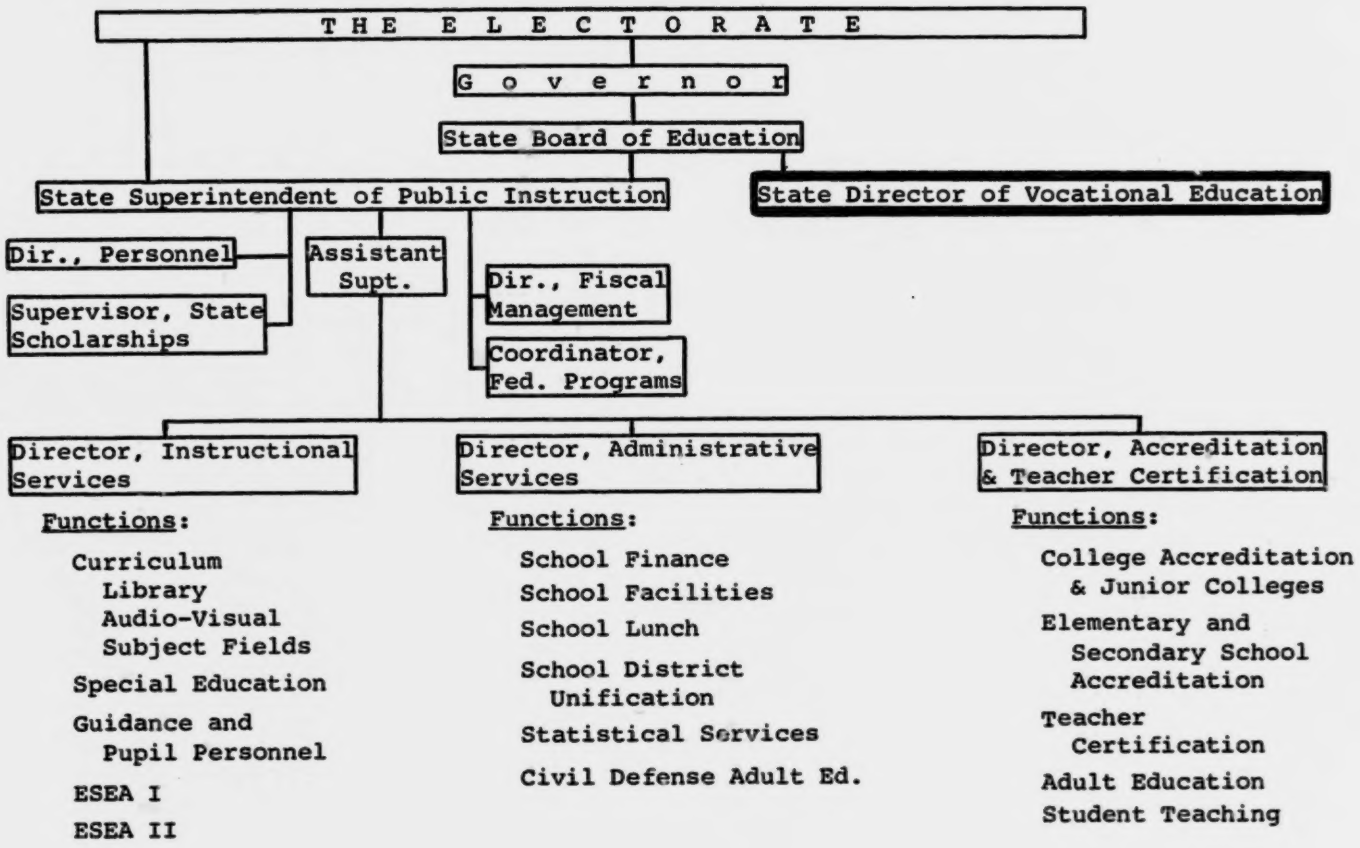
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction has general responsibility for all public education programs. He is elected to office by the people of the State.

The State Director of Vocational Education

The State Director of Vocational Education is the executive officer of the State Board for Vocational Education and Rehabilitation and is the chief administrative officer of both the Division of Vocational Education and the Division of Vocational Rehabilitation. He is appointed by the State Board for Vocational Education.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Superintendent of Public Instruction
State Director of Vocational Education
Dir., Personnel
Supervisor, State Scholarships
Assistant Supt.
Dir., Fiscal Management
Coordinator, Fed. Programs
Director, Instructional Services
Director, Administrative Services
Director, Accreditation & Teacher Certification

Functions:

- Curriculum
  - Library
  - Audio-Visual
  - Subject Fields
- Special Education
- Guidance and Pupil Personnel
- ESEA I
- ESEA II

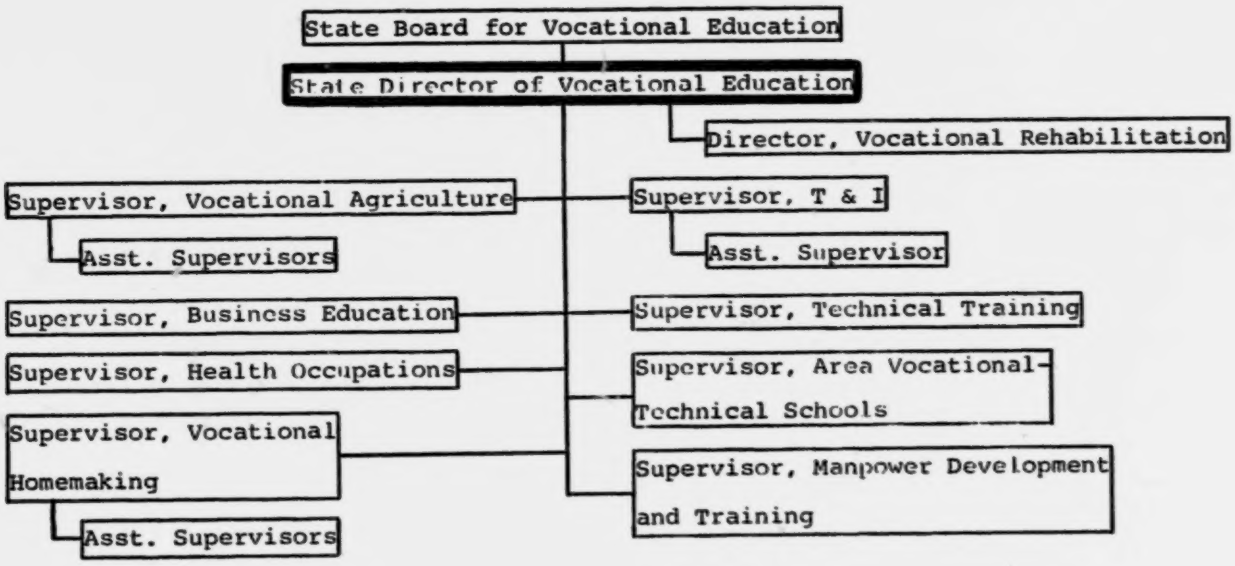
Functions:

- School Finance
- School Facilities
- School Lunch
- School District Unification
- Statistical Services
- Civil Defense Adult Ed.

Functions:

- College Accreditation & Junior Colleges
- Elementary and Secondary School Accreditation
- Teacher Certification
- Adult Education
- Student Teaching

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Director of Vocational Education
Director, Vocational Rehabilitation
Supervisor, Vocational Agriculture
Asst. Supervisors
Supervisor, T & I
Asst. Supervisor
Supervisor, Business Education
Supervisor, Technical Training
Supervisor, Health Occupations
Supervisor, Area Vocational-Technical Schools
Supervisor, Vocational Homemaking
Supervisor, Manpower Development and Training
Asst. Supervisors

(Kansas)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

State Director of Vocational Education		1
Director of Vocational Rehabilitation		1
Supervisors		8
Vocational Agriculture	1	
Business Education	1	
Health Occupations	1	
Vocational Homemaking Education	1	
Trade and Industrial Education	1	
Technical Training	1	
Area Vocational-Technical Schools	1	
Manpower Development and Training	1	
Assistant Supervisors		5
Vocational Agriculture Education	3	
Vocational Homemaking Education	1	
Trade and Industrial Education	1	
TOTAL		15

---

* Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		(162)[+]	-	(102)	-	264	24
Merchandising		(24)	-	(109)	-	133	12
Health		-	(63)	-	-	63	6
Office		(48)	-	(32)	-	80	7
Technical		-	(51)	(66)	-	117	11
Industrial		(70)	-	(360)	(2)	432	40
Others		-	-	-	-	-	-
Total	Number	(304)	(114)	(669)	(2)	1089	-
	Percent	28	11	61	f	-	100
Full-time							
Part-time							

[+] Figures in parentheses are estimates only.
(Kansas)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		5925	-	1219	-	7144	19
Merchandising		926	149	5725	-	6800	18
Health		7	159	982	-	1148	3
Office		952	492	2305	-	3749	10
Technical		332	838	1332	-	2502	7
Industrial		2374	917	12648	-	15939	43
Others		-	-	-	-	-	-
Total	Number	10516	2555	24211	-	37282	-
	Percent	28	7	65	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		9	-	9	264	29
Merchandising		4	-	4	133	33
Health		1	-	1	63	63
Office		1	-	1	80	80
Technical		1	-	1	117	117
Industrial		5	-	5	432	86
Others		-	-	-	-	-
Total	Number	21	-	21	1089	52
	Percent	100	-	100	-	-

(Kansas)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	220	Community or Junior Colleges	9
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	6
Total Secondary Schools	220	Total Post-Secondary Schools	15
Combination Secondary and Post-Secondary Schools	10	TOTAL	245

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
Local School District or Institution	1,891,000	63	4,184,000	53	40
State Funds	399,000	13	909,000	11	43
Federal Funds	739,000	24	2,867,000	36	96
TOTAL	3,029,000	100	7,960,000	100	54

Expenditures	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
State Division of Vocational Education	190,000	6	230,000	3	7
Teacher Education Institutions	107,000	4	138,000	2	10
TOTAL for State Agencies	297,000	10	368,000	5	8
Schools:					
Capital Outlay	73,000	2	2,606,000	32	1157
Current Expenses	2,659,000	88	4,986,000	63	29
TOTAL	2,732,000	90	7,592,000	95	59
TOTAL—All Agencies	3,029,000	100	7,960,000	100	54

* Data for 1965-66 have not been fully verified and may contain minor errors. (Kansas)

KENTUCKY

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Kentucky states that "The General Assembly shall...provide for an efficient system of common schools throughout the State." (Article 183)

The State Board of Education is composed of seven citizens appointed by the Governor (Title 156.030), none of whom may be a professional educator. (Title 156.040) The State Board of Education shall have the "management and control of the common schools, vocational education and rehabilitation..." (Title 156.070)

The State accepts aid from the Federal government (Titles 156.100 and 163.020) and "all subsequent acts relating to vocational education." (Title 163.020) The State Board of Education is designated the State Board for Vocational Education and is "vested with the authority to carry out the purposes of the program." (Title 163.030)

The Kentucky State Plan for Vocational Education was approved by the State Board of Education on September 28, 1964, and was subsequently amended in June 1965 and January 1967.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

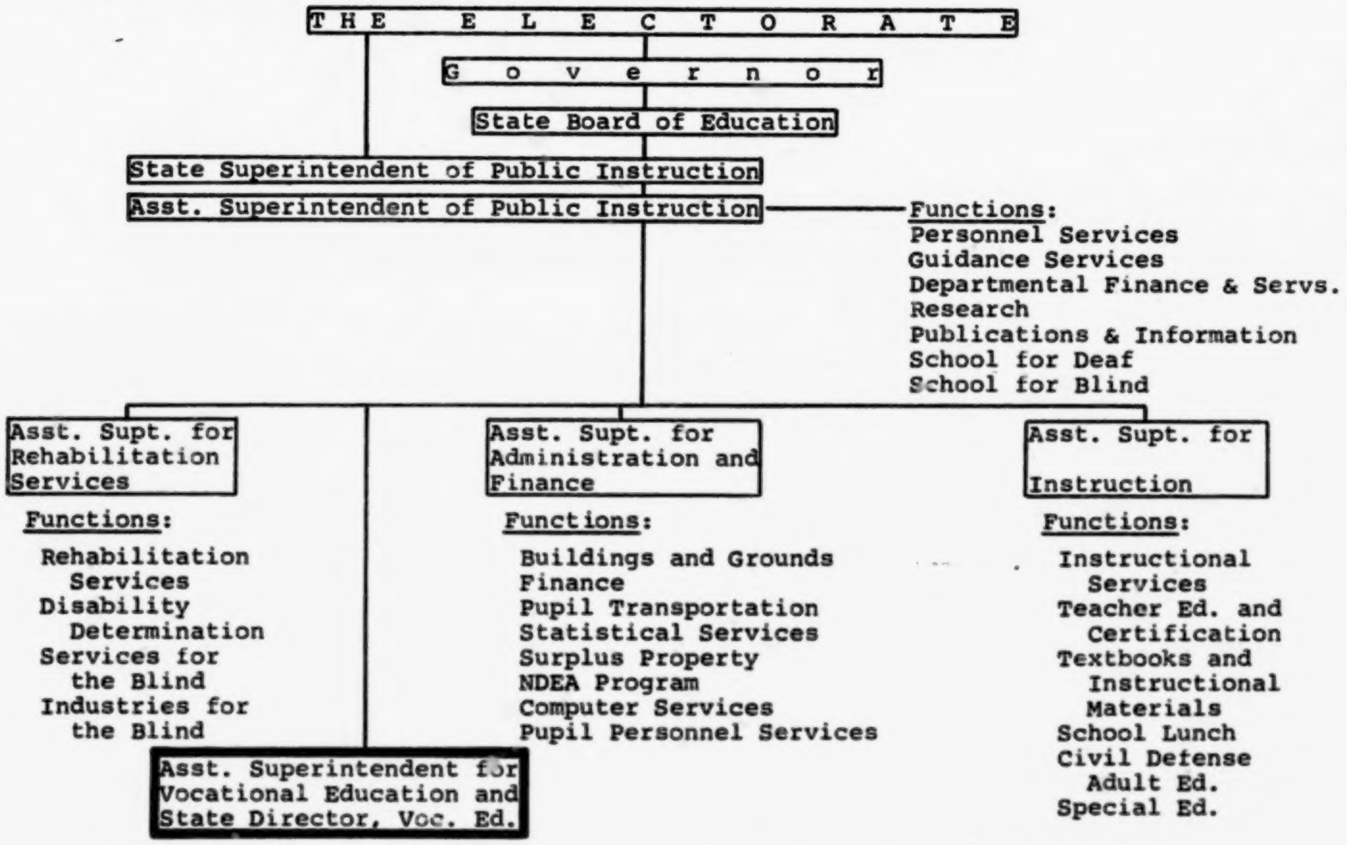
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education. He is elected by the people of the State.

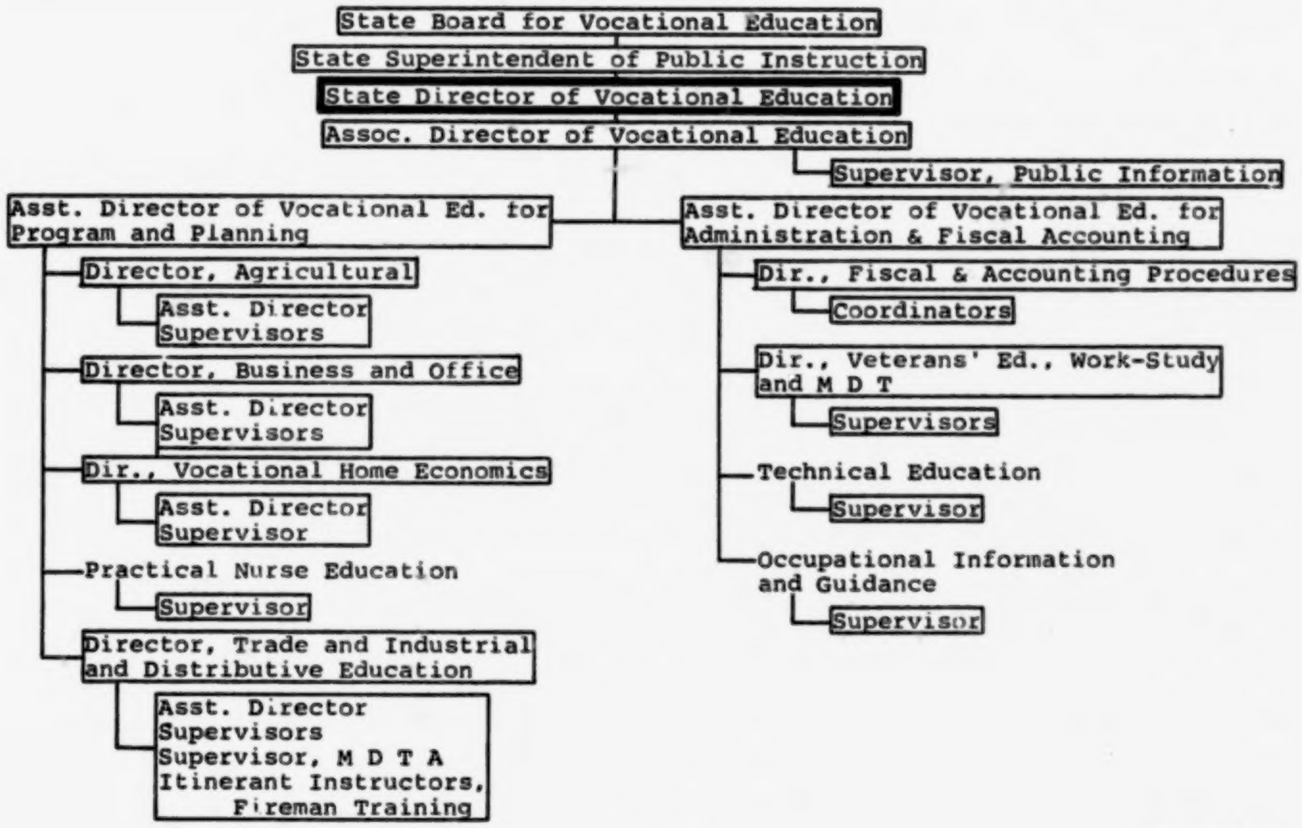
The State Director of Vocational Education

The State Director of Vocational Education is appointed by the State Board of Education upon recommendation of the State Superintendent of Public Instruction. He administers the policies approved by the State Board for the organization and operation of vocational education programs.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Superintendent of Public Instruction
Asst. Superintendent of Public Instruction
Functions:
Personnel Services
Guidance Services
Departmental Finance & Servs.
Research
Publications & Information
School for Deaf
School for Blind
Asst. Supt. for Rehabilitation Services
Functions:
Rehabilitation Services
Disability Determination
Services for the Blind
Industries for the Blind
Asst. Supt. for Administration and Finance
Functions:
Buildings and Grounds
Finance
Pupil Transportation
Statistical Services
Surplus Property
NDEA Program
Computer Services
Pupil Personnel Services
Asst. Supt. for Instruction
Functions:
Instructional Services
Teacher Ed. and Certification
Textbooks and Instructional Materials
School Lunch
Civil Defense
Adult Ed.
Special Ed.
Asst. Superintendent for Vocational Education and State Director, Voc. Ed.

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Instruction
State Director of Vocational Education
Assoc. Director of Vocational Education
Supervisor, Public Information
Asst. Director of Vocational Ed. for Program and Planning
Director, Agricultural
Asst. Director Supervisors
Director, Business and Office
Asst. Director Supervisors
Dir., Vocational Home Economics
Asst. Director Supervisor
Practical Nurse Education
Supervisor
Director, Trade and Industrial and Distributive Education
Asst. Director
Supervisors
Supervisor, M D T A
Itinerant Instructors, Fireman Training
Asst. Director of Vocational Ed. for Administration & Fiscal Accounting
Dir., Fiscal & Accounting Procedures
Coordinators
Dir., Veterans' Ed., Work-Study and M D T
Supervisors
Technical Education
Supervisor
Occupational Information and Guidance
Supervisor

(Kentucky)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

Assistant Superintendent and Director of Vocational Ed.		1
Associate Director of Vocational Education		1
Assistant Directors of Vocational Education		2
Program and Planning	1	
Administration and Fiscal Accounting	1	
Directors		6
Agriculture Education	1	
Business and Office Education	1	
Home Economics Education	1	
Trade and Industrial and Distributive Education	1	
Fiscal and Accounting Procedures	1	
Veterans' Education, Work-Study and MDT	1	
Assistant Directors		5
Agriculture Education	1	
Business and Office Education	1	
Home Economics Education	1	
Trade and Industrial and Distributive Education	2	
Supervisors		25
Agriculture Education	9	
Business and Office Education	1	
Home Economics Education	6	
Practical Nurse Ed.	1	
Trade and Industrial and Distributive Education	2	
MDTA	2	
Veterans' Education, Work-Study and MDT	2	
Technical Education	1	
Occupational Information and Guidance	1	
Coordinator, Fiscal and Accounting Procedures		1
Itinerant Instructors, Fireman Training		1
TOTAL		42

---

* Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		268	-	173	-	441	32
Merchandising		37	-	34	-	71	5
Health		-	-	50	-	50	4
Office		195	10	14	-	219	16
Technical		14	16	20	-	50	4
Industrial		174	-	339	-	513	38
Others Home Ec.		4	-	9	-	13	1
Total	Number	692	26	639	-	1357	-
	Percent	51	2	47	-	-	100
Full-time		431	23	162	-	616	45
Part-time		261	3	477	-	741	55

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		14217	-	5046		19263	34
Merchandising		1091	-	2916	-	4007	7
Health		-	-	751	-	751	1
Office		7854	431	340		8625	15
Technical		243	269	559	-	1071	2
Industrial		4152	869	17256	-	22277	40
Others Home Ec.		74	-	199	-	273	1
Total	Number	27631	1569	27067	-	56267	-
	Percent	49	3	48	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		11	-	11	441	40
Merchandising		1	-	1	71	71
Health		1	-	1	50	50
Office		3	-	3	219	73
Technical		1	-	1	50	50
Industrial		6	-	6	513	86
Others Home Ec.		-	-	-	13	-
Total	Number	23	-	23	1357	59
	Percent	100	0	100	-	-

(Kentucky)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	314	Community or Junior Colleges	0
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	21	Universities or Colleges	0
Total Secondary Schools	335	Total Post-Secondary Schools	0
Combination Secondary and Post-Secondary Schools	0	TOTAL	335

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	236,000	4	1,793,000	13	220
State Funds	5,265,000	80	7,005,000	50	11
Federal Funds	1,078,000	16	5,266,000	37	129
TOTAL	6,579,000	100	14,064,000	100	38

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	269,000	4	550,000	4	31
Teacher Education Institutions	199,000	3	228,000	2	5
TOTAL for State Agencies	468,000	7	778,000	6	22
Schools:					
Capital Outlay	69,000	1	4,468,000	32	2,123
Current Expenses	6,042,000	92	8,818,000	62	15
TOTAL	6,111,000	93	13,286,000	94	39
TOTAL—All Agencies	6,579,000	100	14,064,000	100	38

(Kentucky)

LOUISIANA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The State Board of Education is composed of eleven members elected by the people of Louisiana. Three members are elected by popular vote--one from each of the districts corresponding to the Public Service Commission Districts for terms of six years, and eight members by popular vote one from each of the districts corresponding to the Congressional Districts for terms of eight years. The Governor has authority to fill by appointment any vacancies occurring on the Board except where term remaining is over one year.

There shall be elected by the people at each succeeding general election for a term of four years a State Superintendent of Public Education who shall be ex officio secretary of the State Board of Education.

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Sections 1991-1995, Title 17, Louisiana Revised Statutes of 1950) and designates the State Board of Education as the State Board for Vocational Education to carry out the provisions of the act.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

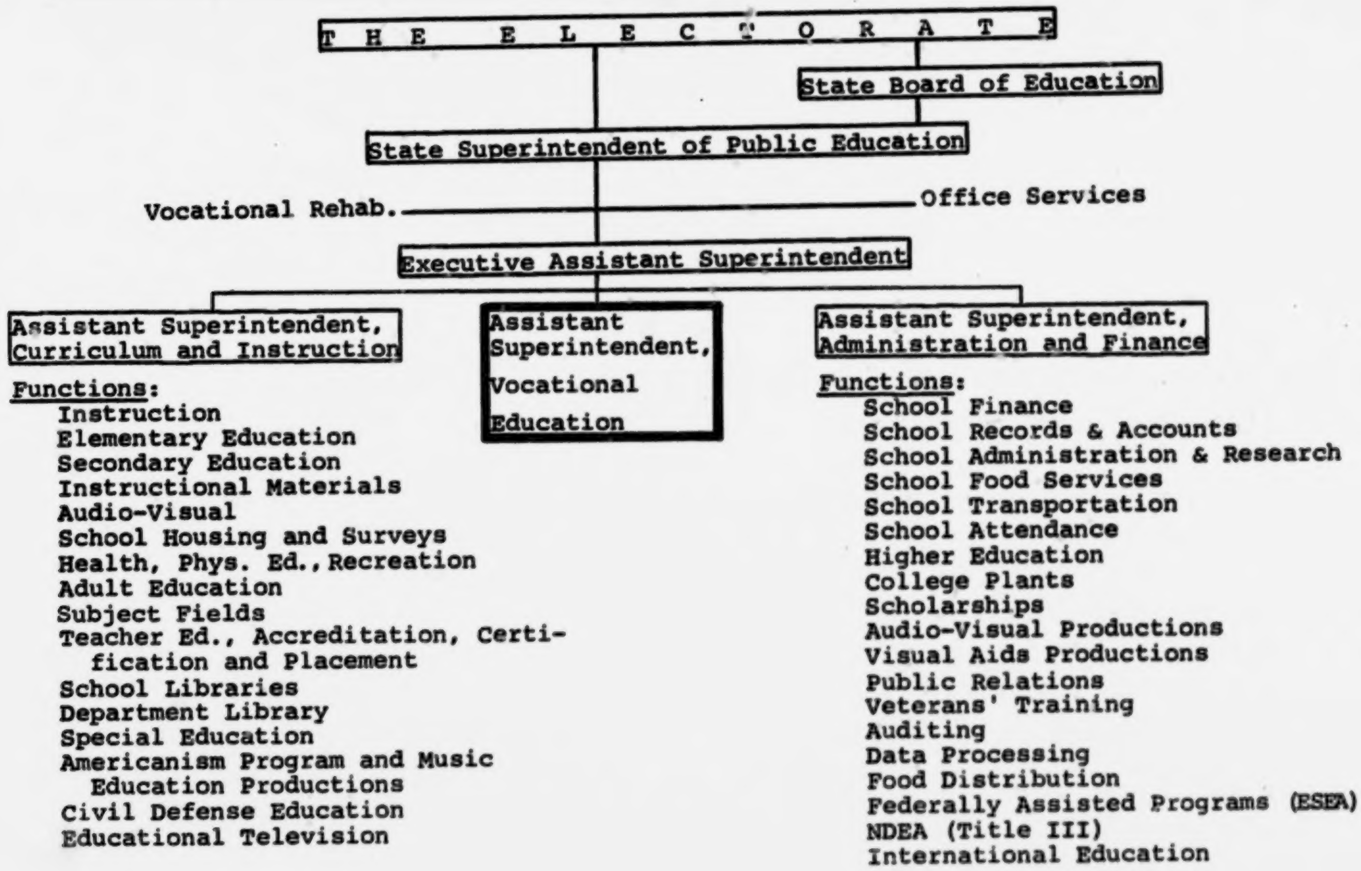
The State Superintendent of Public Instruction

The State Superintendent of Public Education is the executive officer of the State Board of Education. He is elected to a four-year term by the people of the State.

The State Director of Vocational Education

The State Director of Vocational Education is an assistant superintendent of public education. He is appointed to his office by the State Superintendent of Public Education.

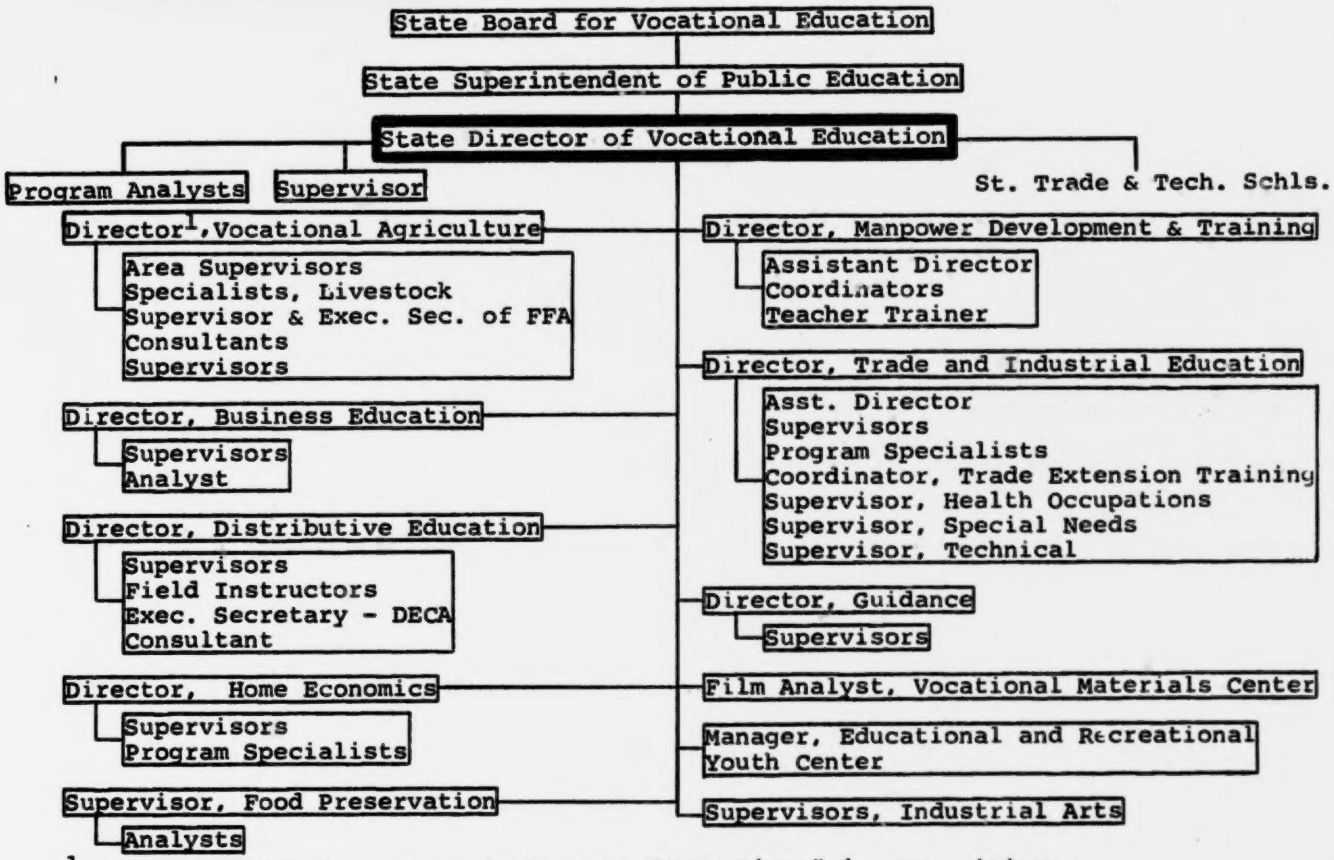
III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
State Board of Education
State Superintendent of Public Education
Vocational Rehab.
Office Services
Executive Assistant Superintendent
Assistant Superintendent, Curriculum and Instruction
Assistant Superintendent, Vocational Education
Assistant Superintendent, Administration and Finance

Functions:
- Instruction
- Elementary Education
- Secondary Education
- Instructional Materials
- Audio-Visual
- School Housing and Surveys
- Health, Phys. Ed., Recreation
- Adult Education
- Subject Fields
- Teacher Ed., Accreditation, Certification and Placement
- School Libraries
- Department Library
- Special Education
- Americanism Program and Music Education Productions
- Civil Defense Education
- Educational Television

Functions:
- School Finance
- School Records & Accounts
- School Administration & Research
- School Food Services
- School Transportation
- School Attendance
- Higher Education
- College Plants
- Scholarships
- Audio-Visual Productions
- Visual Aids Productions
- Public Relations
- Veterans' Training
- Auditing
- Data Processing
- Food Distribution
- Federally Assisted Programs (ESEA)
- NDEA (Title III)
- International Education

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Education
State Director of Vocational Education
Program Analysts
Supervisor
St. Trade & Tech. Schls.
Director[1], Vocational Agriculture
Area Supervisors
Specialists, Livestock
Supervisor & Exec. Sec. of FFA
Consultants
Supervisors
Director, Business Education
Supervisors
Analyst
Director, Distributive Education
Supervisors
Field Instructors
Exec. Secretary - DECA
Consultant
Director, Home Economics
Supervisors
Program Specialists
Supervisor, Food Preservation
Analysts
Director, Manpower Development & Training
Assistant Director
Coordinators
Teacher Trainer
Director, Trade and Industrial Education
Asst. Director
Supervisors
Program Specialists
Coordinator, Trade Extension Training
Supervisor, Health Occupations
Supervisor, Special Needs
Supervisor, Technical
Director, Guidance
Supervisors
Film Analyst, Vocational Materials Center
Manager, Educational and Recreational Youth Center
Supervisors, Industrial Arts

[1] The title "Director" is equivalent to "Supervisor" in many states.

(Louisiana)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

Assistant Superintendent for Vocational Education		1
Executive Assistants		3
Directors		7
Agriculture	1	
Business Education	1	
Home Economics	1	
Distributive Education	1	
Guidance	1	
Manpower	1	
Trade and Industrial	1	
Assistant Directors		2
Trade and Industrial	1	
Manpower	1	
Teacher-Trainer		1
Supervisors		29
Agriculture	6	
Business Education	2	
Distributive Education	2	
Home Economics	3	
Guidance	5	
Trade and Industrial	7	
Food Preservation	1	
Director's Office	1	
Industrial Arts	2	
Coordinators		5
Manpower	4	
Trade and Industrial	1	
Consultants		4
Agriculture	2	
Distributive Education	1	
Home Economics	1	
Specialists		8
Agriculture	2	
Home Economics	3	
Trade and Industrial	2	
Director's Office	1	
Field Instructors		4
Film Analyst (Materials Center)		1
Executive Secretaties (Youth Organizations)		3
FFA	1	
FHA	1	
DECA	1	
Analysts		4
Business Education	1	
Food Preservation	2	
Director's Office	1	
Manager - Youth Center		1
TOTAL		73

---

* Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		163	-	-	-	163	12
Merchandising		36	1	10	-	47	3
Health		-	55	19	-	74	5
Office		398	96	73	1	568	42
Technical		3	96	22	-	121	9
Industrial		23	190	156	21	390	29
Others		-	-	-	-	-	-
Total	Number	623	438	280	22	1363	-
	Percent	46	32	20	2	-	100
Full-time		591	390	5	21	1007	74
Part-time		32	48	275	1	356	26

(Louisiana)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		9350	-	1995	-	11345	16
Merchandising		1201	25	1908	-	3134	4
Health		-	797	1012	89	1898	3
Office		22939	5108	5442	263	33752	45
Technical		124	1758	2020	20	3922	5
Industrial		1380	5112	13424	436	20352	27
Others		-	-	-	-	-	-
Total	Number	34994	12800	25801	808	74403	-
	Percent	47	17	35	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		11	1	12	163	14
Merchandising		8	1	9	47	5
Health		1	-	1	74	74
Office		4	-	4	568	142
Technical		1	-	1	121	121
Industrial		10	-	10	390	39
Others		35	-	35*	-	-
Total	Number	70	2	72	1363	426
	Percent	97	3	100	-	-

(Louisiana)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	306	Community or Junior Colleges	0
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	0
Total Secondary Schools	306	Total Post-Secondary Schools	0
Combination Secondary and Post-Secondary Schools	33	TOTAL	339

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	5,769,000	73	8,626,000	60	17
State Funds	955,000	12	644,000	4	-11
Federal Funds	1,152,000	15	5,134,000	36	115
TOTAL	7,876,000	100	14,404,000	100	28

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	508,000	6	1,160,000	8	43
Teacher Education Institutions	202,000	3	477,000	3	45
TOTAL for State Agencies	710,000	9	1,637,000	11	44
Schools:					
Capital Outlay	128,000	2	1,168,000	8	271
Current Expenses	7,038,000	89	11,599,000	81	22
TOTAL	7,166,000	91	12,767,000	89	26
TOTAL—All Agencies	7,876,000	100	14,404,000	100	28

(Louisiana)

MAINE

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Maine states that "the Legislature shall require towns to provide schools." (Article VIII, Section 1)

The State Board of Education shall have ten members appointed by the Governor with the advice and consent of the Senate. (Title 20, 3, 57)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 20, 307, 2351) and declares that the "State Board of Education shall have all necessary power to cooperate" with the Federal government in carrying out the provisions of the act. (Title 20, 307, 2353)

The Maine State Plan for the Administration of Vocational Education was approved by the State Board for Vocational Education in February, 1965.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

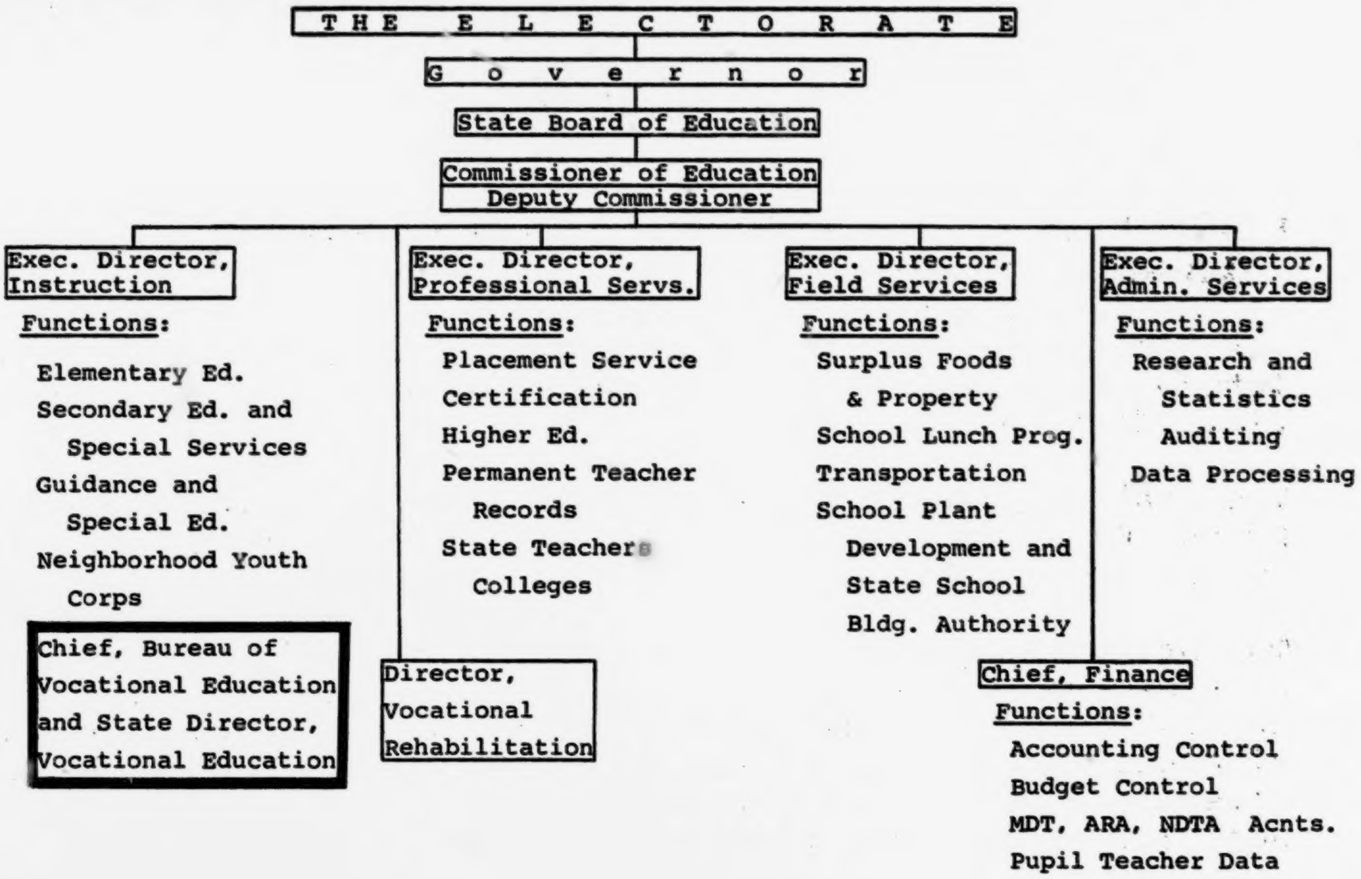
The State Superintendent of Public Instruction

The State Commissioner of Education is the Executive Officer of the State Board. He is appointed by the State Board and serves at the pleasure of the Board.

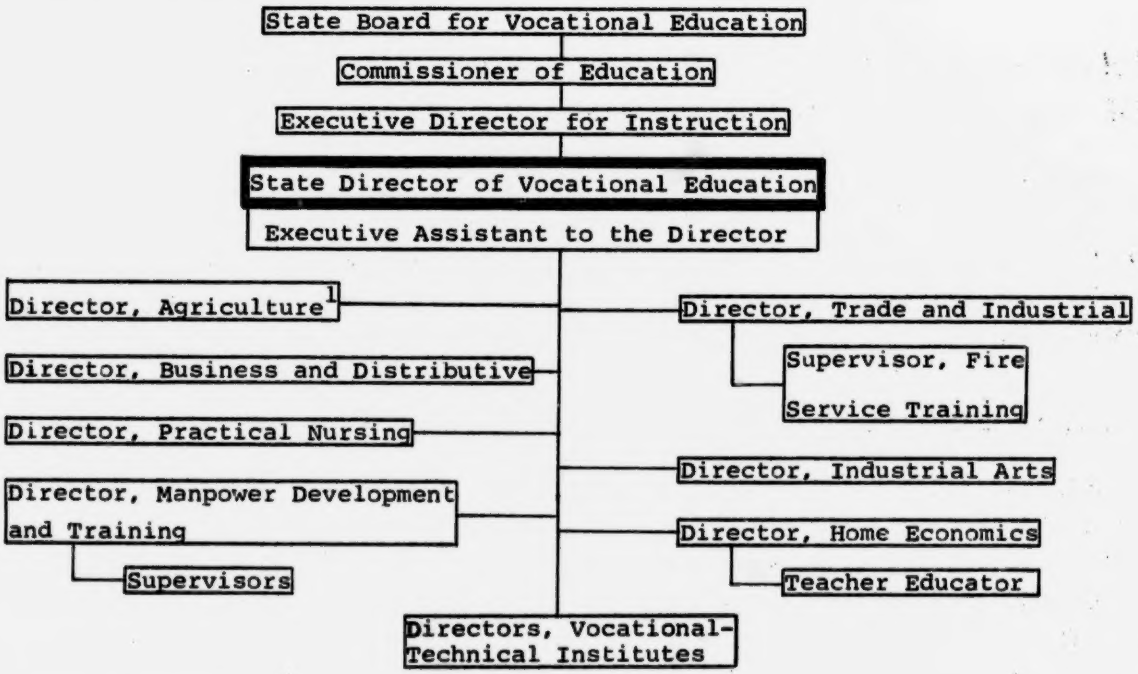
The State Director of Vocational Education

The State Director of Vocational Education carries the title of Chief of the Bureau of Vocational Education and is appointed by the State Board of Education upon recommendation by the Commission of Education and serves under the rules and regulations of the State classified system. The State Director works under the general supervision of the executive director of the Division of Instruction.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
Commissioner of Education
Deputy Commissioner
Exec. Director, Instruction
Functions:
Elementary Ed.
Secondary Ed. and Special Services
Guidance and Special Ed.
Neighborhood Youth Corps
Chief, Bureau of Vocational Education and State Director, Vocational Education
Exec. Director, Professional Servs.
Functions:
Placement Service
Certification
Higher Ed.
Permanent Teacher Records
State Teachers Colleges
Director, Vocational Rehabilitation
Exec. Director, Field Services
Functions:
Surplus Foods & Property
School Lunch Prog.
Transportation
School Plant Development and State School Bldg. Authority
Exec. Director, Admin. Services
Functions:
Research and Statistics
Auditing
Data Processing
Chief, Finance
Functions:
Accounting Control
Budget Control
MDT, ARA, NDTA Acnts.
Pupil Teacher Data

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
Commissioner of Education
Executive Director for Instruction
State Director of Vocational Education
Executive Assistant to the Director
Director, Agriculture[1]
Director, Business and Distributive
Director, Practical Nursing
Director, Manpower Development and Training
Supervisors
Director, Trade and Industrial
Supervisor, Fire Service Training
Director, Industrial Arts
Director, Home Economics
Teacher Educator
Directors, Vocational-Technical Institutes

---

[1] The title "Director" in Maine is equivalent to "Supervisor" in many states.

(Maine)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

Chief, State Director of Vocational Education		1
Executive Assistant		1
Directors		8
Agriculture Education	1	
Business and Distributive Education	1	
Practical Nursing Education	1	
Manpower Development and Training	2	
Trade and Industrial Education	1	
Industrial Arts	1	
Home Economics	1	
Supervisors		3
Fire Service Training	1	
MDT	2	
Teacher Education, Home Economics		1
TOTAL		14

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		21	-	15	-	36	9
Merchandising		3	-	22	-	24	6
Health		-	17	-	-	17	4
Office		-	2	-	-	2	f
Technical		-	3	1	-	4	1
Industrial		45	50	234	-	329	80
Others		-	-	-	-	-	-
Total	Number	69	72	271	-	412	-
	Percent	20	21	59	-	-	100
Full-time		32	66	80	-	178	43
Part-time		37	6	191	-	234	57

(Maine)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		955	-	149	-	1104	19
Merchandising		73	-	376	-	449	8
Health		-	124	-	-	124	-
Office		-	13	-	-	13	£
Technical		27	50	70	-	147	3
Industrial		1021	616	2523	-	4160	68
Others		-	-	-	-	-	-
Total	Number	2076	803	3118	-	5997	-
	Percent	35	13	52	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers SDVE Staff
		Full-time	Part-time	Total		
Agriculture		1	-	1	36	36
Merchandising		-	1	1	24	24
Health		1	-	1	13	13
Office		-	1	1	2	2
Technical		-	-	-	4	-
Industrial		2	-	2	329	165
Others		-	-	-	-	-
Total	Number	4	2	6	412	69
	Percent	67	33	100	-	-

(Maine)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	92	Community or Junior Colleges	0
Vocational Secondary Schools	0	Vocational-Technical Schools	5
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	1
Total Secondary Schools	92	Total Post-Secondary Schools	6
Combination Secondary and Post-Secondary Schools	0	TOTAL	98

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	313,000	23	476,000	18	17
State Funds	795,000	58	1,103,000	41	13
Federal Funds	264,000	19	1,080,000	41	103
TOTAL	1,372,000	100	2,659,000	100	31

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	87,000	6	98,000	4	4
Teacher Education Institutions	13,000	1	32,000	1	49
TOTAL for State Agencies	100,000	7	130,000	5	10
Schools:					
Capital Outlay	14,000	1	842,000	32	1,971
Current Expenses	1,258,000	92	1,687,000	63	11
TOTAL	1,272,000	93	2,529,000	95	33
TOTAL—All Agencies	1,372,000	100	2,659,000	100	31

(Maine)

MARYLAND

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Maryland states that the "General Assembly shall establish Free Public Schools." (Article VIII, Section 1)

The State Board of Education is composed of seven lay citizens appointed by the Governor. (Title 77, 5) The State Board of Education is charged with "the general care and supervision of public education." (Title 77,2)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 77, 285) and the State Board of Education is designated as the "State Board for the purpose of carrying into effect the provisions of said act." (Title 77, 286) The State Board may employ such persons as are necessary to assist in this work. (Title 77, 288)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

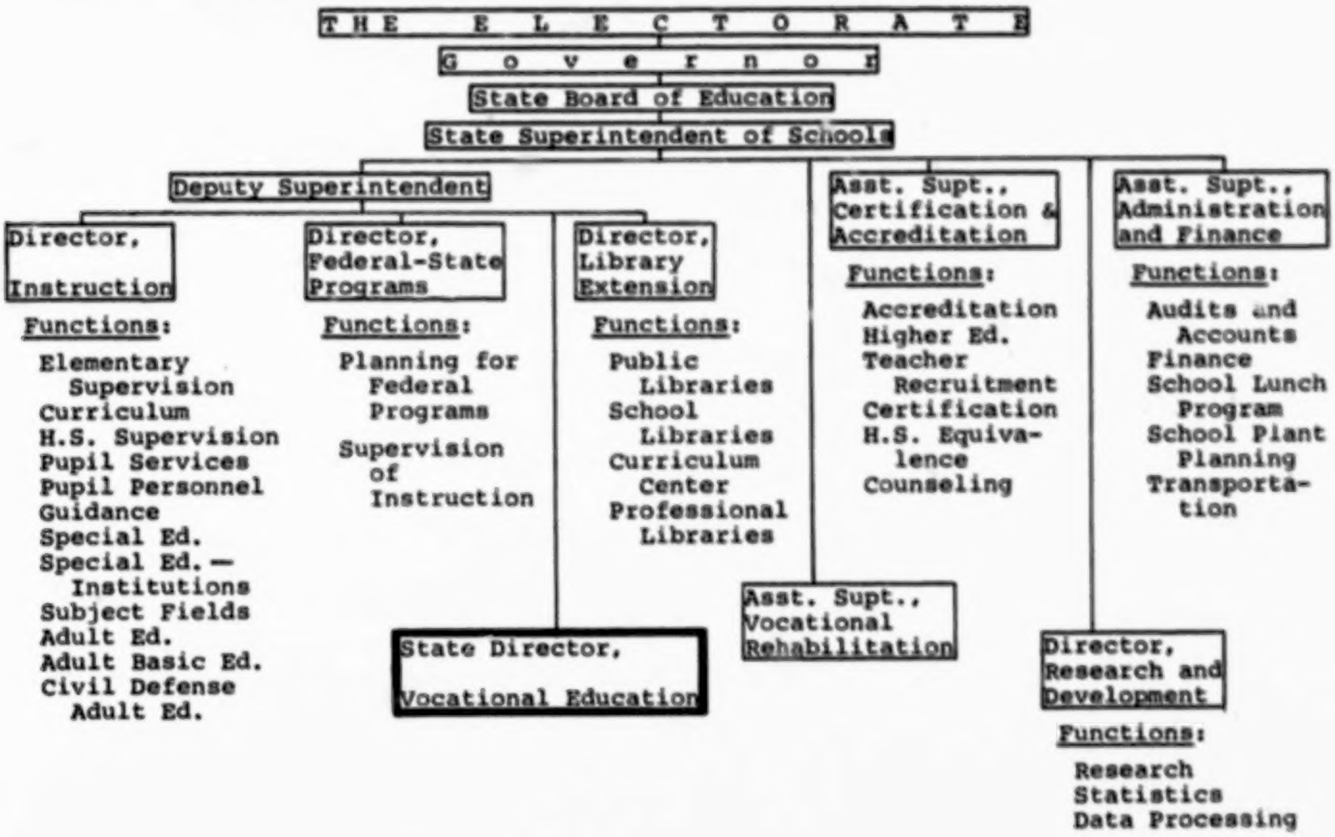
The State Superintendent of Public Instruction

The State Superintendent of Schools is the executive secretary of the State Board of Education, which is designated as the State Board for Vocational Education. He is appointed to his office by the State Board.

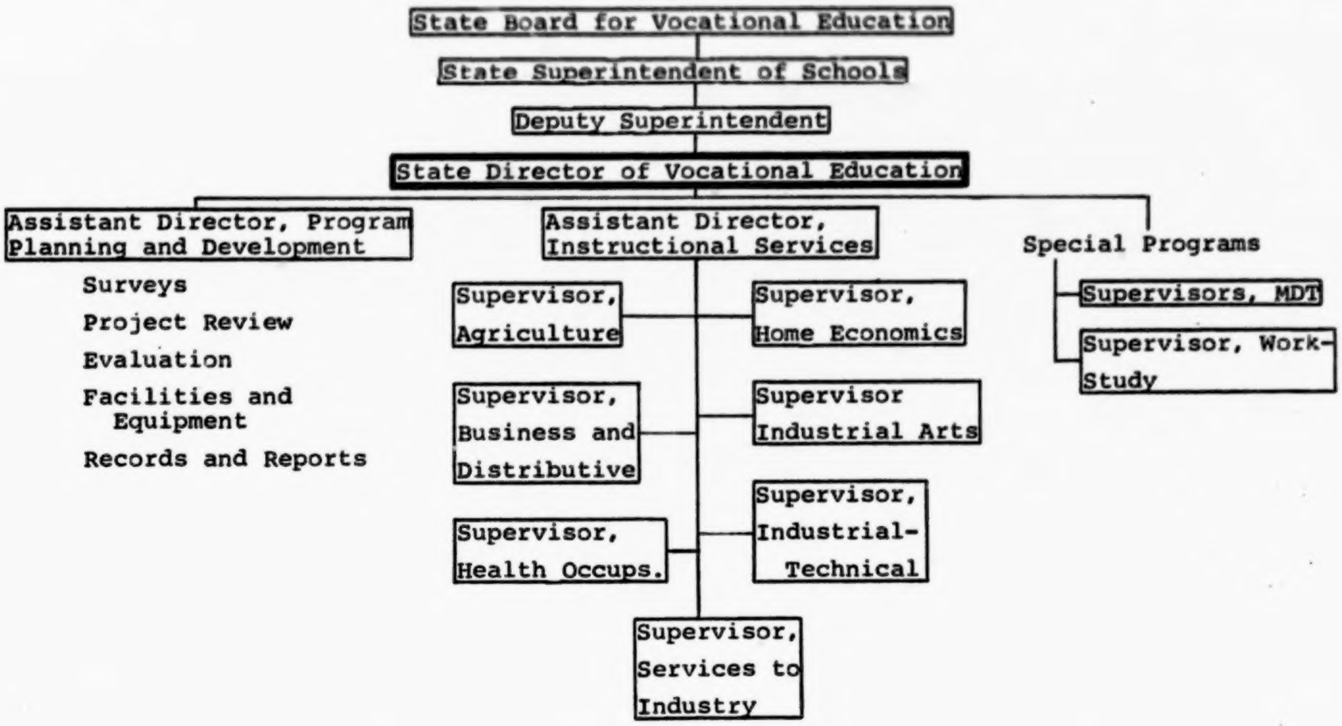
The State Director of Vocational Education

The State Director of Vocational Education is appointed by the State Board of Education upon the recommendation of the State Superintendent of Schools. He is responsible through the State Superintendent to the State Board.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Superintendent of Schools
Deputy Superintendent
Director, Instruction
Functions:
Elementary Supervision
Curriculum
H.S. Supervision
Pupil Services
Pupil Personnel
Guidance
Special Ed.
Special Ed. — Institutions
Subject Fields
Adult Ed.
Adult Basic Ed.
Civil Defense Adult Ed.
Director, Federal-State Programs
Functions:
Planning for Federal Programs
Supervision of Instruction
Director, Library Extension
Functions:
Public Libraries
School Libraries
Curriculum Center
Professional Libraries
State Director, Vocational Education
Asst. Supt., Certification & Accreditation
Functions:
Accreditation
Higher Ed.
Teacher Recruitment
Certification
H.S. Equivalence
Counseling
Asst. Supt., Vocational Rehabilitation
Asst. Supt., Administration and Finance
Functions:
Audits and Accounts
Finance
School Lunch Program
School Plant Planning
Transportation
Director, Research and Development
Functions:
Research
Statistics
Data Processing

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Schools
Deputy Superintendent
State Director of Vocational Education
Assistant Director, Program Planning and Development
Surveys
Project Review
Evaluation
Facilities and Equipment
Records and Reports
Assistant Director, Instructional Services
Supervisor, Agriculture
Supervisor, Home Economics
Supervisor, Business and Distributive
Supervisor Industrial Arts
Supervisor, Health Occups.
Supervisor, Industrial-Technical
Supervisor, Services to Industry
Special Programs
Supervisors, MDT
Supervisor, Work-Study

(Maryland)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

Director of Vocational Education		1
Assistant Directors		2
Program Planning and Development	1	
Instructional Services	1	
Supervisors		11
Agriculture Education	1	
Business and Office Education	1	
Home Economics	1	
Health Occupations	1	
Industrial Arts	1	
MDTA	2	
Trade and Industry	2	
Educational Services to Industry	1	
Work-Study Program	1	
TOTAL		14

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		(62)†	-	(3)	-	65	4
Merchandising		(9)	-	(24)	-	33	2
Health		-	(10)	-	-	10	1
Office		(855)	-	(31)	-	886	60
Technical		-	(68)	(21)	-	89	6
Industrial		(208)	-	(157)	(22)	387	27
Others		-	-	-	-	-	-
Total	Number	(1134)	(78)	(236)	(22)	1470	-
	Percent	77	5	16	2	-	100
Full-time							
Part-time							

†Figures in parentheses are estimates only.

(Maryland)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		4086	-	680	133	4899	4
Merchandising		1221	-	1111	-	2332	2
Health		82	-	87	-	169	-
Office		83216	310	5518	916	89960	76
Technical		1768	1945	564	-	4277	4
Industrial		9985	21	4885	1235	16126	14
Others		-	-	-	-	-	-
Total	Number	100358	2276	12845	2284	117763	-
	Percent	85	2	11	2	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		1	1	2	65	33
Merchandising		1	-	1	33	33
Health		-	-	-	10	-
Office		1	-	1	886	886
Technical		1	1	2	89	45
Industrial		1	-	1	387	387
Others		-	-	-	-	-
Total	Number	5	2	7	1470	210
	Percent	71	29	100	-	-

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	185	Community or Junior Colleges	7
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	3	Universities or Colleges	1
Total Secondary Schools	188	Total Post-Secondary Schools	8
Combination Secondary and Post-Secondary Schools	0	TOTAL	196

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
Local School District or Institution	637,000	21	5,724,000	38	264
State Funds	1,671,000	56	5,532,000	37	77
Federal Funds	703,000	23	3,751,000	25	145
TOTAL	3,011,000	100	15,007,000	100	132

Expenditures	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
State Division of Vocational Education	60,000	2	135,000	£	42
Teacher Education Institutions	44,000	1	80,000	£	27
TOTAL for State Agencies	104,000	3	215,000	1	36
Schools:					
Capital Outlay	225,000	8	4,452,000	30	626
Current Expenses	2,682,000	89	10,340,000	69	95
TOTAL	2,907,000	97	14,792,000	99	136
TOTAL—All Agencies	3,011,000	100	15,007,000	100	132

* Data for 1965-66 have not been fully verified and may contain minor errors. (Maryland)

MASSACHUSETTS

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Massachusetts states that public schools are to be encouraged. (Article V, Section 2)

The State Board of Education is composed of eleven lay citizens appointed by the Governor, of whom one must represent labor and two must be women. (Title 15, 1E) The purposes of the Board "shall be to support, serve and plan general education in the public schools." (Title 15, 1G)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." and designates the State Board of Education as the State Board for Vocational Education, which may "use the funds received under said acts of Congress." (Title 74,22)

The Massachusetts State Plan for the Administration of Vocational Education was approved by the State Board for Vocational Education on September 24, 1964. It follows closely an outline of a suggested plan by the U.S. Office of Education.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

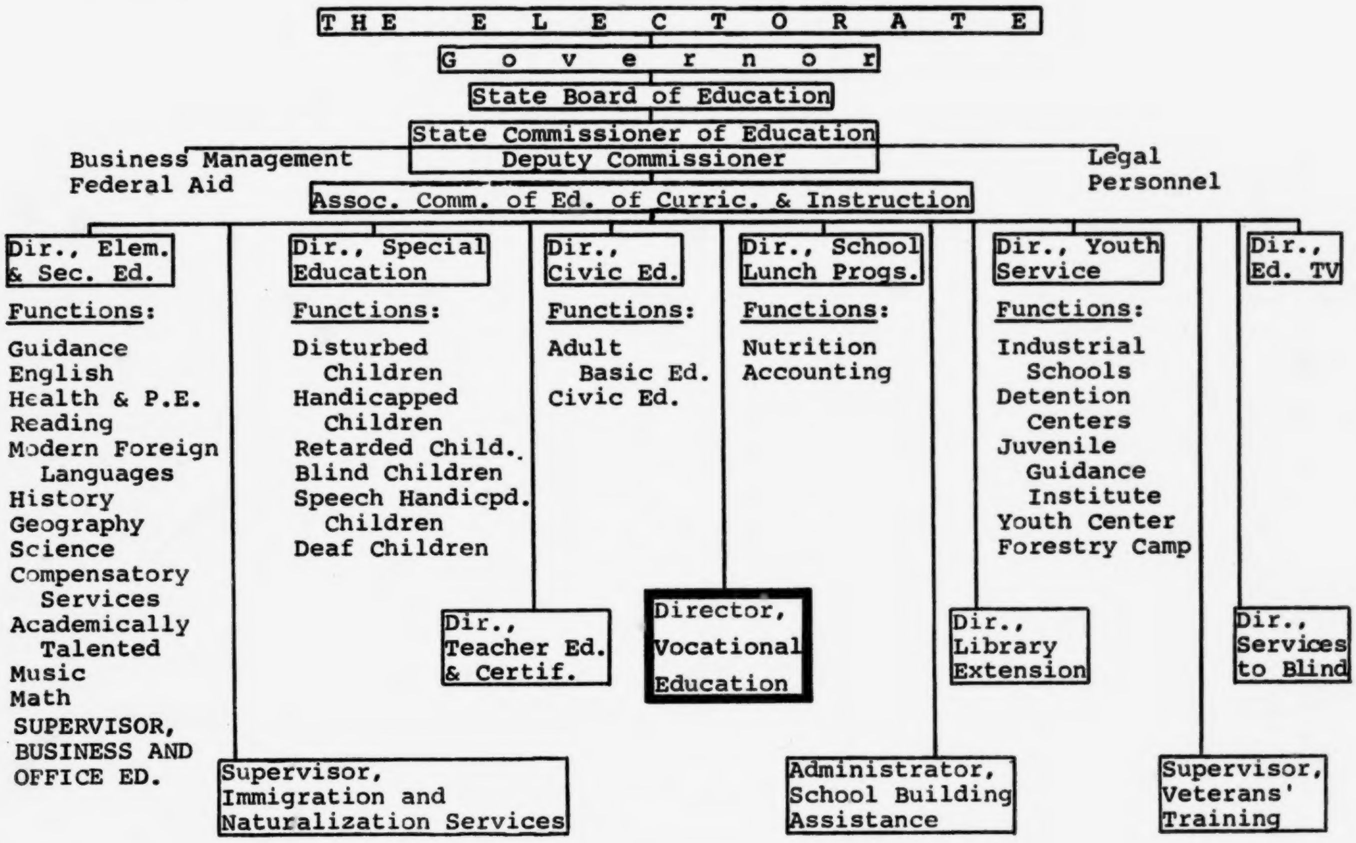
The State Superintendent of Public Instruction

The State Commissioner of Education is the executive officer of the State Board of Education, which is designated as the State Board for Vocational Education. He is appointed by the State Board of Education.

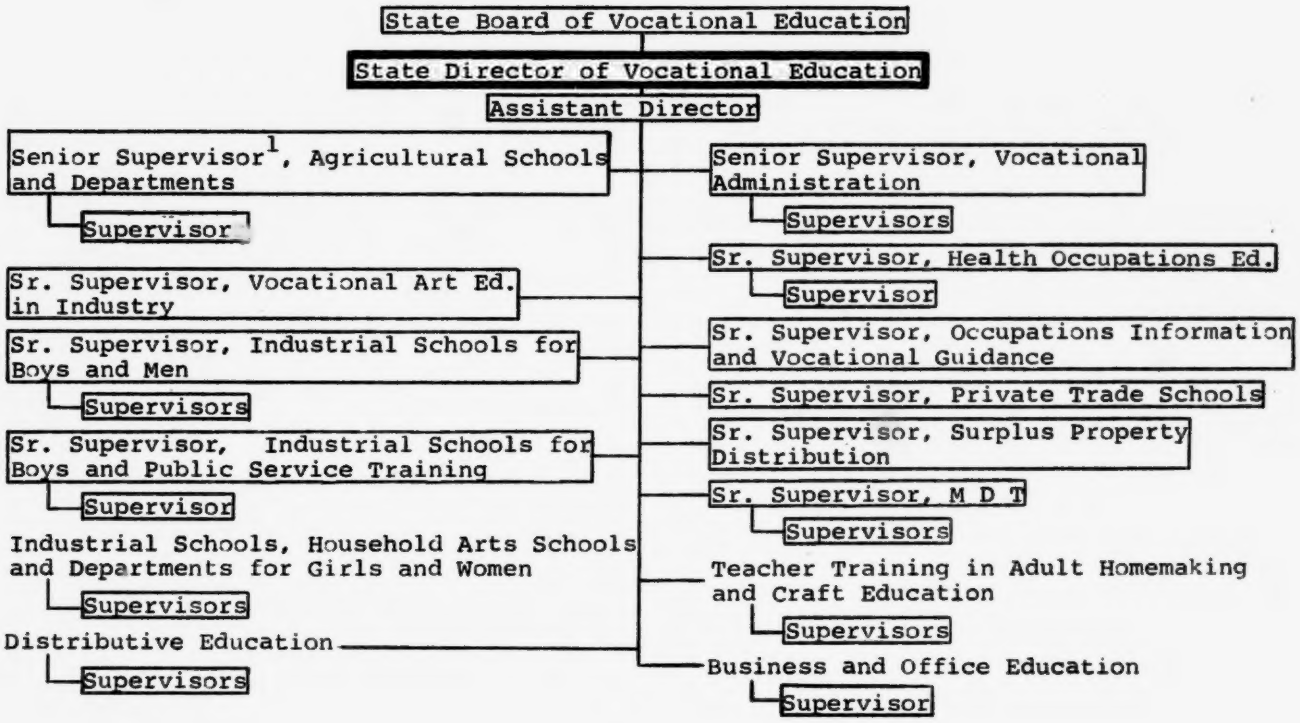
The State Director of Vocational Education

The State Director of Vocational Education, appointed by the State Board at Education and under the direction of the Commissioner of Education, has administrative and executive responsibility for the general administration, promotion, establishment, coordination, approval, operation and supervision of all State and Federally-aided vocational education, with the exception of business and office education and research.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Commissioner of Education
Deputy Commissioner
Business Management
Federal Aid
Legal
Personnel
Assoc. Comm. of Ed. of Curric. & Instruction
Dir., Elem. & Sec. Ed.
Functions:
Guidance
English
Health & P.E.
Reading
Modern Foreign Languages
History
Geography
Science
Compensatory Services
Academically Talented
Music
Math
SUPERVISOR, BUSINESS AND OFFICE ED.
Dir., Special Education
Functions:
Disturbed Children
Handicapped Children
Retarded Child.
Blind Children
Speech Handicpd. Children
Deaf Children
Dir., Civic Ed.
Functions:
Adult Basic Ed.
Civic Ed.
Dir., School Lunch Progs.
Functions:
Nutrition
Accounting
Dir., Youth Service
Functions:
Industrial Schools
Detention Centers
Juvenile Guidance Institute
Youth Center
Forestry Camp
Dir., Ed. TV
Dir., Teacher Ed. & Certif.
Director, Vocational Education
Dir., Library Extension
Dir., Services to Blind
Supervisor, Immigration and Naturalization Services
Administrator, School Building Assistance
Supervisor, Veterans' Training

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board of Vocational Education
State Director of Vocational Education
Assistant Director
Senior Supervisor[1], Agricultural Schools and Departments
Supervisor
Sr. Supervisor, Vocational Art Ed. in Industry
Sr. Supervisor, Industrial Schools for Boys and Men
Supervisors
Sr. Supervisor, Industrial Schools for Boys and Public Service Training
Supervisor
Industrial Schools, Household Arts Schools and Departments for Girls and Women
Supervisors
Distributive Education
Supervisors
Senior Supervisor, Vocational Administration
Supervisors
Sr. Supervisor, Health Occupations Ed.
Supervisor
Sr. Supervisor, Occupations Information and Vocational Guidance
Sr. Supervisor, Private Trade Schools
Sr. Supervisor, Surplus Property Distribution
Sr. Supervisor, M D T
Supervisors
Teacher Training in Adult Homemaking and Craft Education
Supervisors
Business and Office Education
Supervisor

---

[1] The title "Senior Supervisor" is equivalent to "Supervisor" in many states.

(Massachusetts)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

Director, Division of Vocational Education		1
Assistant Director of Vocational Education		1
Senior Supervisors		12
Industrial Schools for Boys and Men	1	
Vocational Arts Education in Industry	1	
Industrial Schools for Boys and Public Service Training	1	
Occupational Information and Vocational Guidance	1	
Surplus Property Distribution	1	
Agricultural Schools and Departments	1	
Practical Nurse Education	1	
Distributive Education	1	
Private Trade Schools	1	
MDT	2	
Vocational Administration	1	

Supervisors		19
MDT	1	
Industrial Schools for Boys and Men	4	
Vocational Administration	2	
Industrial Schools, Household Arts Schools and Departments for Girls and Women	2	
Agriculture Schools and Departments	2	
Teacher Training, Adult Education	1	
Adult Homemaking and Craft Education	1	
Distributive Education	1	
Business and Other Education	1	
Household Arts Education	2	
Practical Nurse Education	1	
Industrial Schools for Boys and Public Service Training	1	
TOTAL		33

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education (State Dept. of Education, Vocational Bureau staff only).

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		108	-	16	-	124	2
Merchandising		57	-	25	-	82	2
Health		-	74	3	-	77	1
Office		506	152	-	-	658	12
Technical		67	156	75	-	298	6
Industrial		1184	-	880	23	2087	40
Others		136	-	1840	-	1976	37
Total	Number	2058	382	2839	23	5302	-
	Percent	39	7	53	1	-	100
Full-time		1006	145	-	2	1153	22
Part-time		1052	237	2839	21	4149	78

(Massachusetts)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		1162	-	67	-	1229	1
Merchandising		592	-	1963	-	2555	2
Health		-	1010	126	-	1136	2
Office		65432	1513	-	-	66945	46
Technical		546	1096	634	-	2276	2
Industrial		14676	-	10602	345	25623	17
Others Home Ec		2160	-	41232	-	43392	30
Total	Number	84568	3619	54624	345	143156	-
	Percent	59	3	38	f	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers SDVE Staff
		Full-time	Part-time	Total		
Agriculture		2	1	3	124	41
Merchandising		2	-	2	82	41
Health		2	-	2	77	39
Office		1	-	1	658	658
Technical		1	-	1	298	298
Industrial		6	1	7	2087	298
Others Home Ec.		5	-	5	1976	395
Total	Number	19	2	21	5302	253
	Percent	90	10	100	-	-

(Massachusetts)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	188	Community or Junior Colleges	11
Vocational Secondary Schools	104	Vocational-Technical Schools[b]	15
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools[a]	3	Universities or Colleges	0
Total Secondary Schools	295	Total Post-Secondary Schools	26
Combination Secondary and Post-Secondary Schools	20	TOTAL	341

[a] Regional Vocational-Technical Schools (not included in any other category)
[b] Schools designated as "Technical" for purposes of George Barden, Title III (not included in any other category)

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
Local School District or Institution	5,682,000	49	13,463,000	51	46
State Funds	4,994,000	43	7,835,000	30	19
Federal Funds	956,000	8	5,138,000	19	146
TOTAL	11,632,000	100	26,436,000	100	43

Expenditures	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
State Division of Vocational Education	279,000	2	346,000	1	10
Teacher Education Institutions	-	-	1,000	-	∞
TOTAL for State Agencies	279,000	2	365,000	1	10
Schools:					
Capital Outlay	908,000	8	5,739,000	22	177
Current Expenses	10,445,000	90	20,332,000	77	32
TOTAL	11,353,000	98	26,071,000	99	43
TOTAL—All Agencies	11,632,000	100	26,436,000	100	42

(Massachusetts)

MICHIGAN

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Michigan states that "schools and the means of education shall forever be encouraged." (Article VIII, Section 1, 1) The State Board of Education shall be composed of eight elected members. (Article VIII, Section 3) Each member is elected for an eight-year term on a staggered basis.

"The State Board of Control for Vocational Education...is abolished, and all duties and functions are transferred to the State Board of Education effective January 1, 1965." (Act 28 of 1964, Section 1)

State Statutes accepting the Federal Vocational Education Acts are Act No. 149 of the Public Acts of 1919 as last amended by Act No. 127 of the Public Acts of 1955 and Act No. 44 of the Public Acts of 1964.

The Michigan State Plan for the Administration of Vocational Education was revised and approved by the State Board for Vocational Education on January 1, 1965. It follows closely an outline of a suggested plan by the U.S. Office of Education.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

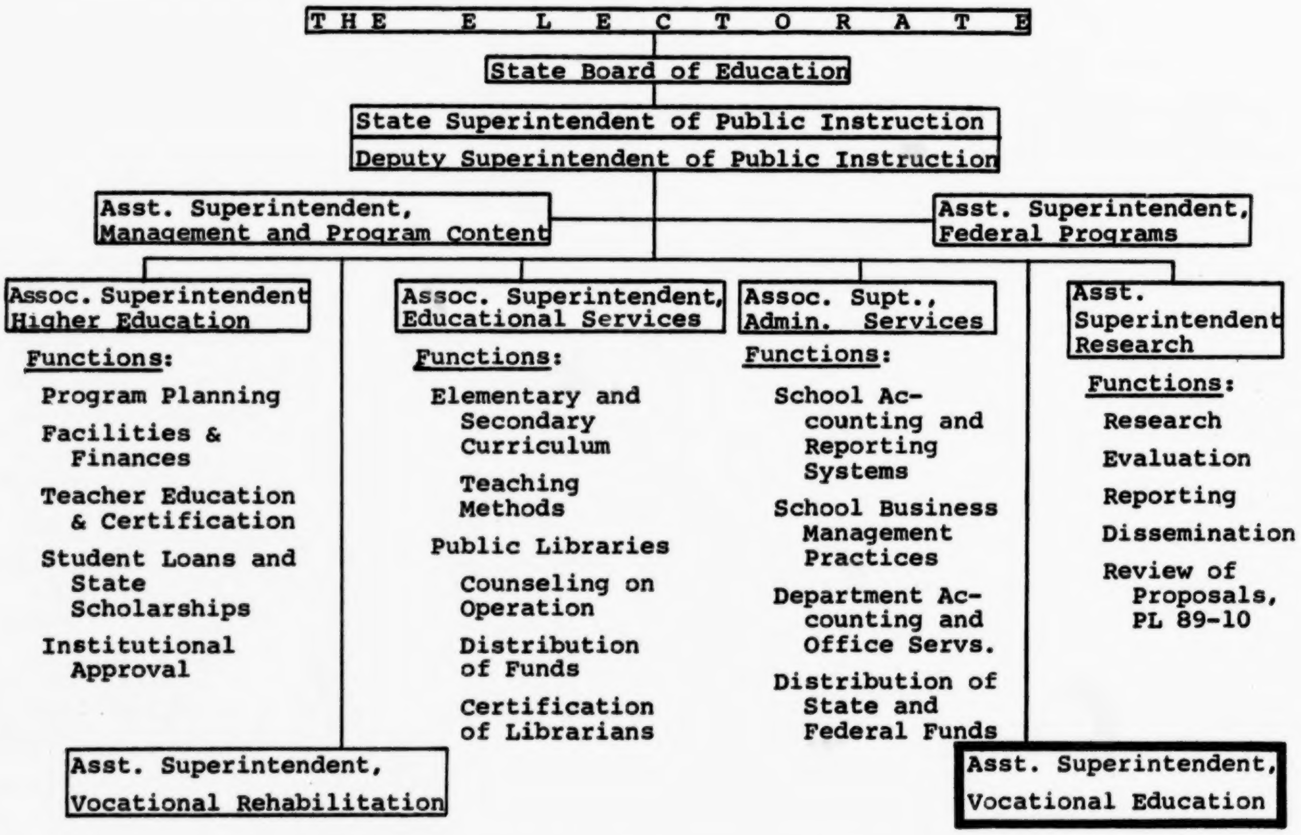
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education which is designated as the State Board for Vocational Education. Effective July 1, 1965, the State Superintendent is appointed to serve at the pleasure of the State Board of Education.

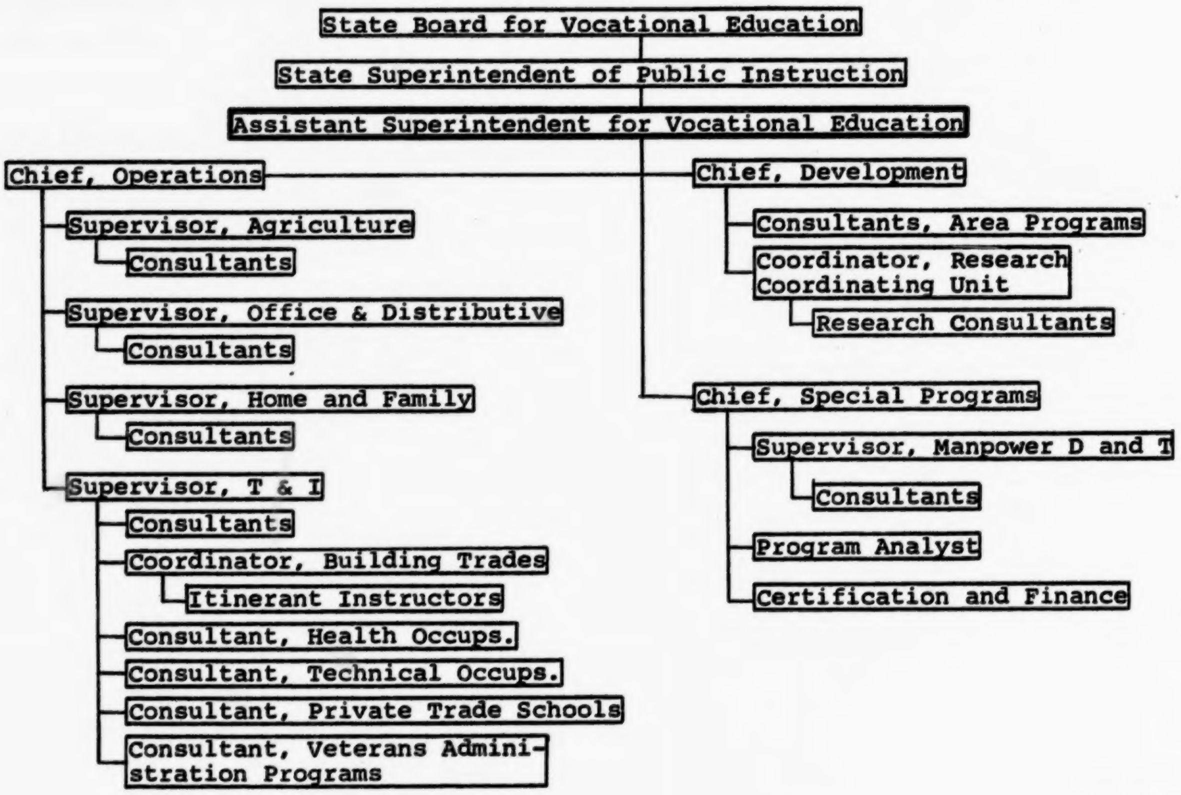
The State Director of Vocational Education

The State Director of Vocational Education is responsible for the coordination and direction of all fields of vocational education and such other services as may be added to the field of vocational education. The State Board appoints the State Director subject to the rules of the Michigan Civil Service Commission.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
State Board of Education
State Superintendent of Public Instruction
Deputy Superintendent of Public Instruction
Asst. Superintendent, Management and Program Content
Asst. Superintendent, Federal Programs
Assoc. Superintendent Higher Education
Functions:
Program Planning
Facilities & Finances
Teacher Education & Certification
Student Loans and State Scholarships
Institutional Approval
Assoc. Superintendent, Educational Services
Functions:
Elementary and Secondary Curriculum
Teaching Methods
Public Libraries
Counseling on Operation
Distribution of Funds
Certification of Librarians
Assoc. Supt., Admin. Services
Functions:
School Accounting and Reporting Systems
School Business Management Practices
Department Accounting and Office Servs.
Distribution of State and Federal Funds
Asst. Superintendent Research
Functions:
Research
Evaluation
Reporting
Dissemination
Review of Proposals, PL 89-10
Asst. Superintendent, Vocational Rehabilitation
Asst. Superintendent, Vocational Education

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Instruction
Assistant Superintendent for Vocational Education
Chief, Operations
Supervisor, Agriculture
Consultants
Supervisor, Office & Distributive
Consultants
Supervisor, Home and Family
Consultants
Supervisor, T & I
Consultants
Coordinator, Building Trades
Itinerant Instructors
Consultant, Health Occups.
Consultant, Technical Occups.
Consultant, Private Trade Schools
Consultant, Veterans Administration Programs
Chief, Development
Consultants, Area Programs
Coordinator, Research Coordinating Unit
Research Consultants
Chief, Special Programs
Supervisor, Manpower D and T
Consultants
Program Analyst
Certification and Finance

(Michigan)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

Assistant Superintendent		1
Chiefs		3
Development	1	
Operation	1	
Special Programs	1	
Supervisors		5
Agriculture	1	
Business	1	
Homemaking	1	
Trade and Industry	1	
Manpower	1	
Coordinator		1
Research	1	
Consultants		41
Area Program	2	
Research	2	
Agriculture	5	
Business	3	
Homemaking	3	
Trade and Industry	8	
Finance and Certification	2	
Program Analysts	1	
Itinerant Instructors	15	
	TOTAL	51

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		236	12	14	-	262	7
Merchandising		266	46	345	-	657	17
Health		4	124	-	-	128	3
Office		811	111	80	-	1002	26
Technical		16	201	40	-	257	7
Industrial		392	940	191	-	1523	40
Others		-	-	-	-	-	-
Total	Number	1725	1434	670	-	3829	-
	Percent	45	37	18		-	100
Full-time		547	311	4	-	862	23
Part-time		1178	1123	666	-	2967	77

(Michigan)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		13229	420	1496	–	15143	8
Merchandising		13949	1341	20116	–	35406	18
Health		183	2599	746	–	3528	2
Office		39357	11766	5409	–	56542	30
Technical		298	3051	4883	–	8232	4
Industrial		11543	114	58183	–	69839	37
Others Home Ec.		696	62	–	–	758	1
Total	Number	79253	19353	90833	–	189448	–
	Percent	41	10	49	–	–	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		5	–	5	262	52
Merchandising		1	–	1	657	657
Health		1	–	1	128	128
Office		2	1	3	1002	334
Technical		1	–	1	257	257
Industrial		19	–	19	1523	80
Others Home Ec.		4	–	4	–	–
Total	Number	33	1	34	3829	113
	Percent	97	3	100	–	–

(Michigan)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	574	Community or Junior Colleges	21
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	10
Total Secondary Schools	574	Total Post-Secondary Schools	31
Combination Secondary and Post-Secondary Schools	1	TOTAL	606

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
Local School District or Institution	5,928,000	65	20,178,000	62	108
State Funds	1,157,000	13	3,063,000	9	55
Federal Funds	2,067,000	22	9,580,000	29	121
TOTAL	9,152,000	100	32,821,000	100	86

Expenditures	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
State Division of Vocational Education	383,000	4	958,000	3	50
Teacher Education Institutions	295,000	3	670,000	2	42
TOTAL for State Agencies	678,000	7	1,628,000	5	47
Schools:					
Capital Outlay	56,000	1	14,752,000	45	8748
Current Expenses	8,418,000	92	16,441,000	50	32
TOTAL	8,474,000	93	31,193,000	95	89
TOTAL—All Agencies	9,152,000	100	32,821,000	100	86

* Data for 1965-66 have not been fully verified and may contain minor errors.

(Michigan)

MINNESOTA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Minnesota states that it "shall be the duty of the Legislature to establish a general and uniform system of public schools." (Article VIII, Section 1)

The State Board of Education shall be composed of nine members, appointed by the Governor with the approval of the Senate. (Title 121.02, amended 1967)

The State accepts an Act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 124.52) and designates that "The State Board (of education) shall serve for all purposes as the State Board for Vocational Education." (Titles 121.11 and 124.53)

The Minnesota State Plan for Vocational-Technical Education was adopted by the State Board for Vocational Education on September 10, 1964 and was revised subsequently and approved by the State Board on April 13, 1965. It follows closely an outline of a suggested plan by the U.S. Office of Education.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

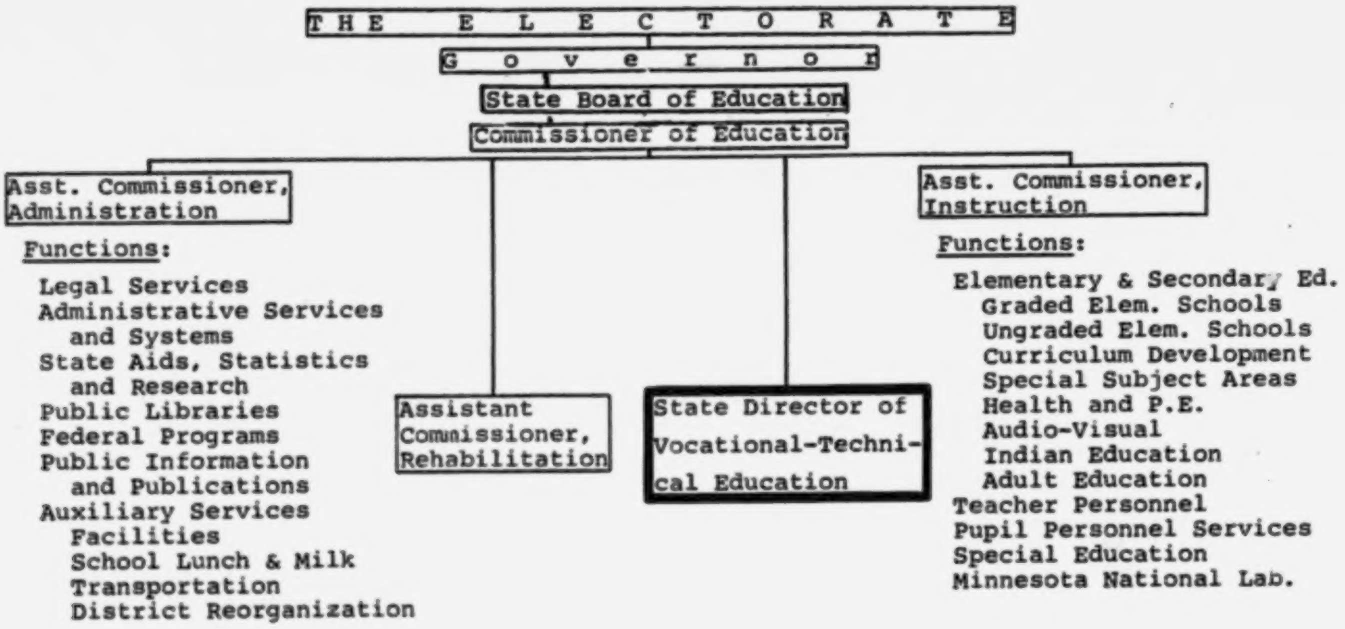
The State Superintendent of Public Instruction

The State Commissioner of Education is the executive officer of the State Board of Education, designated as the State Board for Vocational Education. He is appointed by the State Board for a six-year term.

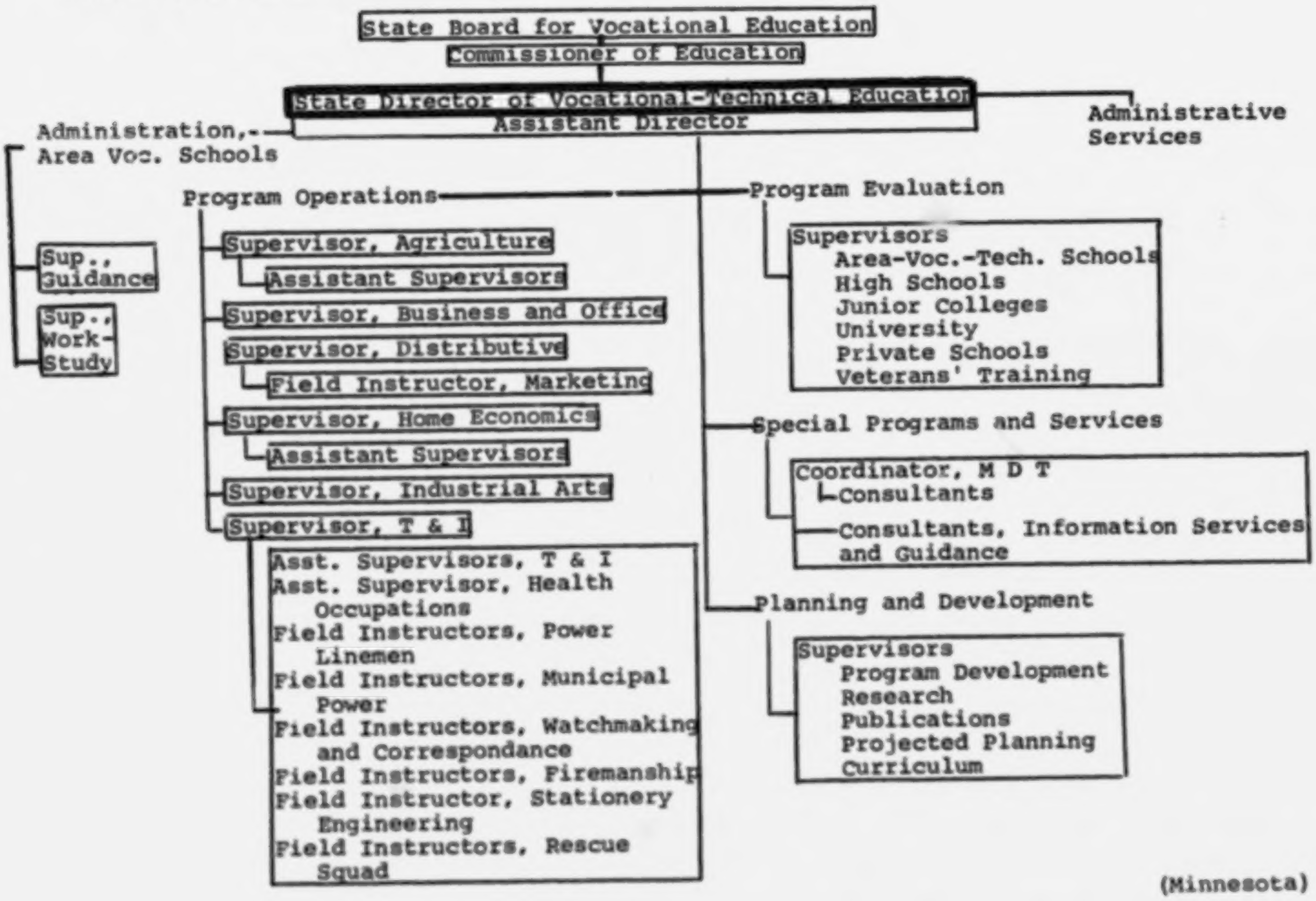
The State Director of Vocational Education

The State Director of Vocational Education is appointed by the Commissioner of Education and the State Board. He is responsible to the Commissioner of Education and the State Board for the administration, supervision, and promotion of the vocational-technical program and application of State policies as approved by the State Board.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
Commissioner of Education
Asst. Commissioner, Administration
Functions:
Legal Services
Administrative Services and Systems
State Aids, Statistics and Research
Public Libraries
Federal Programs
Public Information and Publications
Auxiliary Services
Facilities
School Lunch & Milk
Transportation
District Reorganization
Assistant Commissioner, Rehabilitation
State Director of Vocational-Technical Education
Asst. Commissioner, Instruction
Functions:
Elementary & Secondary Ed.
Graded Elem. Schools
Ungraded Elem. Schools
Curriculum Development
Special Subject Areas
Health and P.E.
Audio-Visual
Indian Education
Adult Education
Teacher Personnel
Pupil Personnel Services
Special Education
Minnesota National Lab.

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
Commissioner of Education
State Director of Vocational-Technical Education
Assistant Director
Administration, Area Voc. Schools
Administrative Services
Sup., Guidance
Sup., Work-Study
Program Operations
Supervisor, Agriculture
Assistant Supervisors
Supervisor, Business and Office
Supervisor, Distributive
Field Instructor, Marketing
Supervisor, Home Economics
Assistant Supervisors
Supervisor, Industrial Arts
Supervisor, T & I
Asst. Supervisors, T & I
Asst. Supervisor, Health Occupations
Field Instructors, Power Linemen
Field Instructors, Municipal Power
Field Instructors, Watchmaking and Correspondance
Field Instructors, Firemanship
Field Instructor, Stationery Engineering
Field Instructors, Rescue Squad
Program Evaluation
Supervisors
Area-Voc.-Tech. Schools
High Schools
Junior Colleges
University
Private Schools
Veterans' Training
Special Programs and Services
Coordinator, M D T
Consultants
Consultants, Information Services and Guidance
Planning and Development
Supervisors
Program Development
Research
Publications
Projected Planning
Curriculum

(Minnesota)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

Director, Vocational Education		1
Assistant Director		1
Supervisors		9
Agriculture Education	1	
Business & Office Education	1	
Distributive Education	1	
Home Economics Education	1	
Industrial Arts Education	1	
Trade & Industrial Ed.	1	
Work-Study Program	1	
Technical Education	1	
Information Services and Guidance	1	
Field Instructors		15
Trade and Industrial	13	
Distributive	1	
Food Services (wage earning)	1	

Assistant Supervisors		3
Agriculture Education	3	
Business & Office Education	1	
Home Economics Education	2	
Trade and Industrial Ed.	2	
Health Occupations	1	
Special Programs Supervisor		1
Coordinator, Manpower Training		1
Consultants		3
Manpower Training	2	
Information Services & Guid.		
Program Evaluation		4
Supervisor	1	
Assistant Supervisors	3	
Program Planning & Development		6
Chief Consultant	1	
Consultants	5	
TOTAL		44

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		31	5	38	-	354	23
Merchandising		72	9	122	-	203	13
Health		2	68	4	-	74	5
Office		94	38	45	-	177	11
Technical		12	31	150	-	193	12
Industrial		121	138	273	7	539	35
Others		23	-	-	-	23	1
Total	Number	635	289	632	7	1563	-
	Percent	41	19	40	f	-	100
Full-time		476	242	36	7	-	-
Part-time		159	47	596	0	-	-

(Minnesota)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		14516	56	11120	-	25692	31
Merchandising		2073	17	4250	650	6990	9
Health		36	709	120	-	865	1
Office		11569	1048	6259	11	19157	23
Technical		-	508	4711	-	5219	6
Industrial		1500	2733	20691	-	24924	30
Others		-	-	-	-	-	-
Total	Number	29694	5071	47241	661	82847	-
	Percent	36	6	57	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		4	-	4	354	89
Merchandising		2	-	2	203	102
Health		1	-	1	74	74
Office		2	-	2	177	89
Technical		-	-	-	193	-
Industrial		16	-	16	539	34
Others		23	-	23	23	1
Total	Number	48	-	48	1563	31
	Percent	100	-	100	-	-

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	376	Community or Junior Colleges	0
Vocational Secondary Schools	0	Vocational-Technical Schools	22
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	0
Total Secondary Schools	376	Total Post-Secondary Schools	0
Combination Secondary and Post-Secondary Schools	22	TOTAL	420

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION*

Sources of Funds	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
Local School District or Institution	3,190,000	42	6,686,000	43	110
State Funds	3,007,000	40	4,056,000	26	35
Federal Funds	1,355,000	18	4,710,000	31	248
TOTAL	7,552,000	100	15,452,000	100	105

Expenditures	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
State Division of Vocational Education	225,000	3	453,000	3	101
Teacher Education Institutions	235,000	3	396,000	2	69
TOTAL for State Agencies	460,000	6	849,000	5	85
Schools:					
Capital Outlay	147,000	2	4,156,000	27	2,727
Current Expenses	6,945,000	92	10,447,000	68	50
TOTAL	7,092,000	94	14,603,000	95	106
TOTAL—All Agencies	7,552,000	100	15,452,000	100	105

* Data for 1965-66 have not been fully verified and may contain minor errors. (Minnesota)

MISSISSIPPI

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Mississippi states that "It shall be the duty of the Legislature to...establish a uniform system of free public schools." (Article VIII, Section 201)

The State Board of Education is composed of the State Superintendent of Public Education, the Secretary of State and the Attorney General. (Article VIII, Section 203)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 24, 6487) and designates the State Board of Education as the State Board for Vocational Education (Title 24, 6489) of which the State Superintendent shall be the executive officer. (Title 24, 6490)

The Mississippi State Plan for Vocational Education was submitted, as amended, by the State Board for Vocational Education to the U. S. Office of Education on November 23, 1964.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

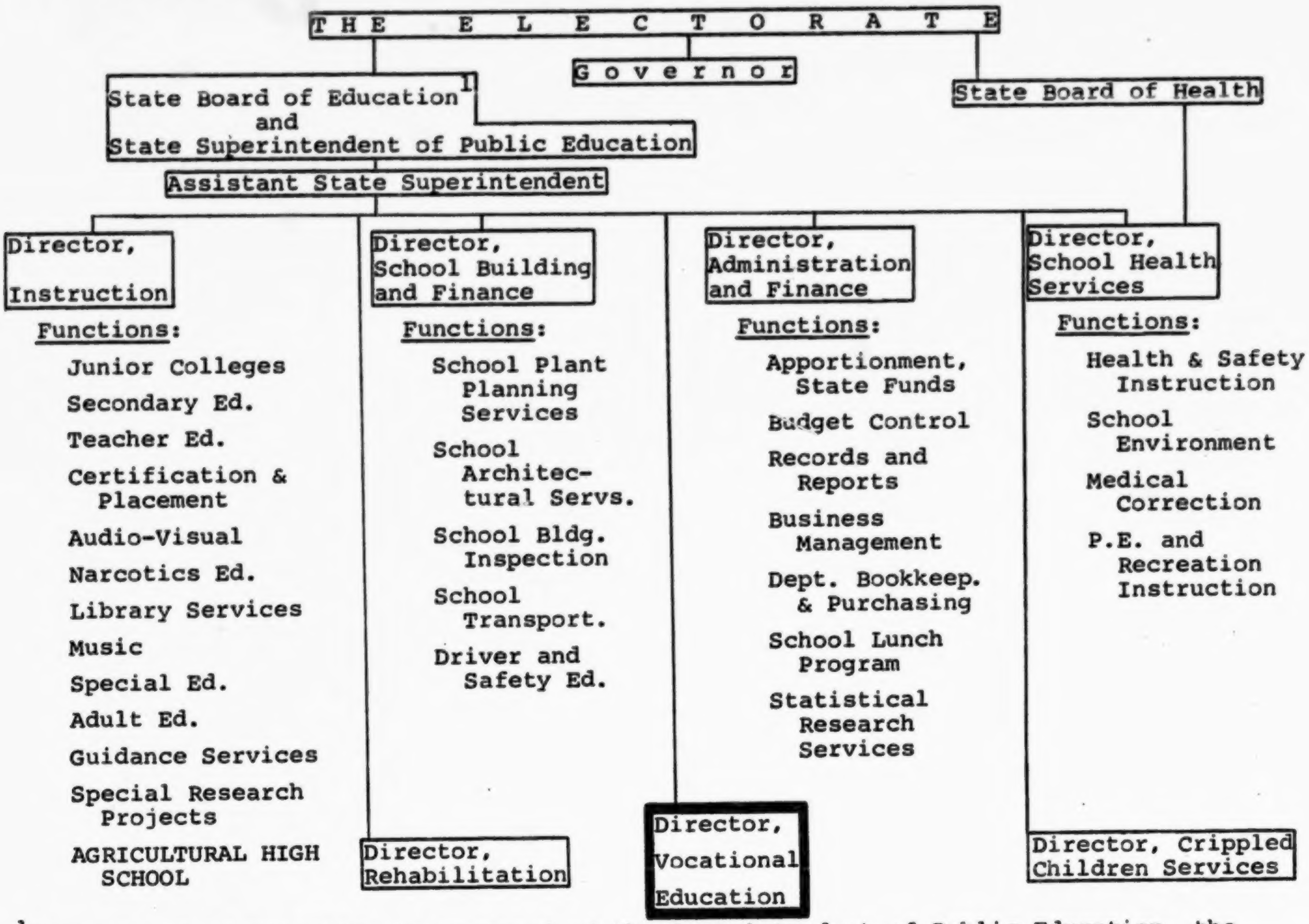
The State Superintendent of Public Instruction

The State Superintendent of Public Education is the executive officer of the State Board of Education which is designated the State Board for Vocational Education. He is elected by the people of the State.

The State Director of Vocational Education

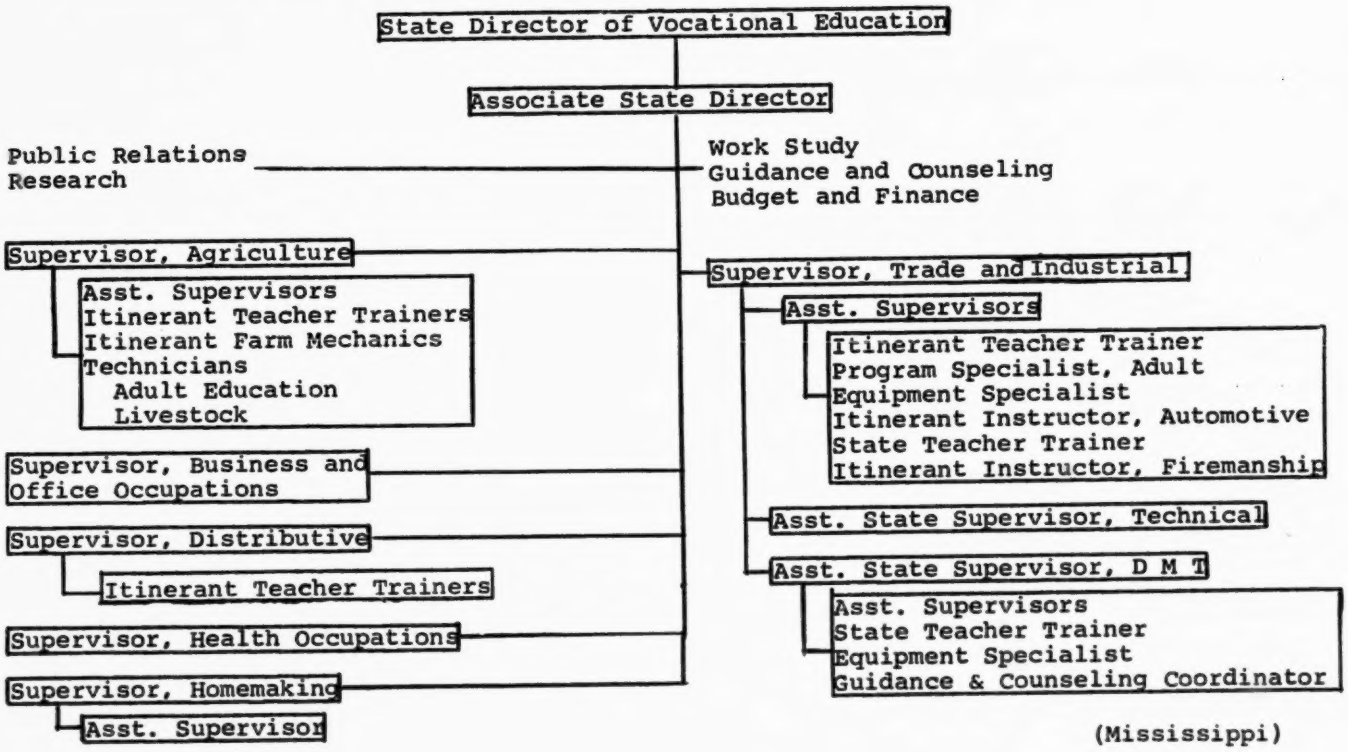
The State Director for Vocational Education is appointed by the State Board of Education. He executes the policies of the State Board as they relate to vocational and technical education, and he is directly responsible to the State Board.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education[1] and State Superintendent of Public Education
State Board of Health
Assistant State Superintendent
Director, Instruction
Functions:
Junior Colleges
Secondary Ed.
Teacher Ed.
Certification & Placement
Audio-Visual
Narcotics Ed.
Library Services
Music
Special Ed.
Adult Ed.
Guidance Services
Special Research Projects
AGRICULTURAL HIGH SCHOOL
Director, School Building and Finance
Functions:
School Plant Planning Services
School Architectural Servs.
School Bldg. Inspection
School Transport.
Driver and Safety Ed.
Director, Rehabilitation
Director, Administration and Finance
Functions:
Apportionment, State Funds
Budget Control
Records and Reports
Business Management
Dept. Bookkeep. & Purchasing
School Lunch Program
Statistical Research Services
Director, Vocational Education
Director, School Health Services
Functions:
Health & Safety Instruction
School Environment
Medical Correction
P.E. and Recreation Instruction
Director, Crippled Children Services

[1] State Board of Education is composed of the Superintendent of Public Education, the Attorney General, and the Secretary of State (all elective officers).

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Director of Vocational Education
Associate State Director
Public Relations
Research
Work Study
Guidance and Counseling
Budget and Finance
Supervisor, Agriculture
Asst. Supervisors
Itinerant Teacher Trainers
Itinerant Farm Mechanics
Technicians
Adult Education
Livestock
Supervisor, Business and Office Occupations
Supervisor, Distributive
Itinerant Teacher Trainers
Supervisor, Health Occupations
Supervisor, Homemaking
Asst. Supervisor
Supervisor, Trade and Industrial
Asst. Supervisors
Itinerant Teacher Trainer
Program Specialist, Adult
Equipment Specialist
Itinerant Instructor, Automotive
State Teacher Trainer
Itinerant Instructor, Firemanship
Asst. State Supervisor, Technical
Asst. State Supervisor, D M T
Asst. Supervisors
State Teacher Trainer
Equipment Specialist
Guidance & Counseling Coordinator

(Mississippi)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

Director, Vocational Education		1
Associate Director		1
State Supervisors		7
Agriculture Education	1	
Distributive Education	1	
Health Occupations	1	
Homemaking Education	1	
Trade and Industrial Ed.	1	
Business and Office Occupations	1	
Guidance and Counseling	1	
Assistant State Supervisors		2
Technical	1	
MDT	1	
Assistant Supervisors		13
Agriculture Education	4	
Homemaking Education	3	
Trade and Industrial Ed.	3	
MDT	3	

Itinerant Teacher Trainers		8
Agriculture Education	5	
Trade and Industrial	1	
Health Occupations	1	
Distributive Ed.	1	
Equipment Specialists		2
Trade and Industrial	1	
MDT	1	
Coordinator, Guidance and Counseling, MDT		2
State Teacher Trainer		2
Trade and Industrial	1	
MDT	1	
Technicians, Agriculture		2
TOTAL		40

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		311	6	314	1	632	53
Merchandising		21	4	7	-	32	3
Health		4	31	6	-	41	3
Office		2	-	52	-	54	4
Technical		2	68	27	-	97	8
Industrial		96	47	194	9	346	29
Others		-	-	-	-	-	-
Total	Number	436	156	600	10	1202	-
	Percent	36	13	50	1	-	100
Full-time		409	110	47	10	576	48
Part-time		27	46	553	0	626	52

(Mississippi)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		18273	41	18369	26	36709	59
Merchandising		659	32	1960	-	2651	4
Health		54	488	283	-	825	1
Office		70	-	1678	-	1748	3
Technical		46	1022	2605	-	3673	6
Industrial		3549	926	8741	207	13423	21
Others Home Ec.		572	-	2801	283	3656	6
Total	Number	23223	2509	36437	516	62685	-
	Percent	37	4	58	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		12	-	12	311	26
Merchandising		3	-	3	21	7
Health		2	-	2	4	2
Office		1	-	1	2	2
Technical		1	-	1	2	2
Industrial		8	-	8	96	12
Others Work Study Home Ec.		1	-	1	-	-
Total	Number	27	-	27	436	16
	Percent	100	0	100	-	-

(Mississippi)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	426	Community or Junior Colleges	16
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	0
Total Secondary Schools	426	Total Post-Secondary Schools	16
Combination Secondary and Post-Secondary Schools	0	TOTAL	442

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	2,278,000	46	4,140,000	38	27
State Funds	1,620,000	33	2,714,000	24	23
Federal Funds	1,019,000	21	4,243,000	38	105
TOTAL	4,917,000	100	11,097,000	100	42

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	330,000	7	441,000	4	43
Teacher Education Institutions	178,000	3	257,000	2	15
TOTAL for State Agencies	508,000	10	698,000	6	12
Schools:					
Capital Outlay	94,000	2	5,012,000	45	1,744
Current Expenses	4,315,000	88	5,387,000	49	8
TOTAL	4,409,000	90	10,399,000	94	45
TOTAL—All Agencies	4,917,000	100	11,097,000	100	42

(Mississippi)

MISSOURI

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Missouri states that the "General Assembly shall establish and maintain free public schools." (Article IX, Section 1 (a))

The State Board of Education consists of eight lay persons, appointed by the Governor, no more than four of whom may be from the same political party. (Article IX, Section 2 (a))

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 178.430) and designates the State Board of Education as the State Board for Vocational Education. (Title 178.440)

A State Advisory Committee is to be appointed annually by the President of the State Board and is to be composed of one person in agriculture, one employer, one person from labor, one from home economics and one from commerce. This Committee must approve of the actions of the State Board for Vocational Education. (Title 178.550)

The Missouri State Plan for Vocational Education was approved by the State Board for Vocational Education in December 1964.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

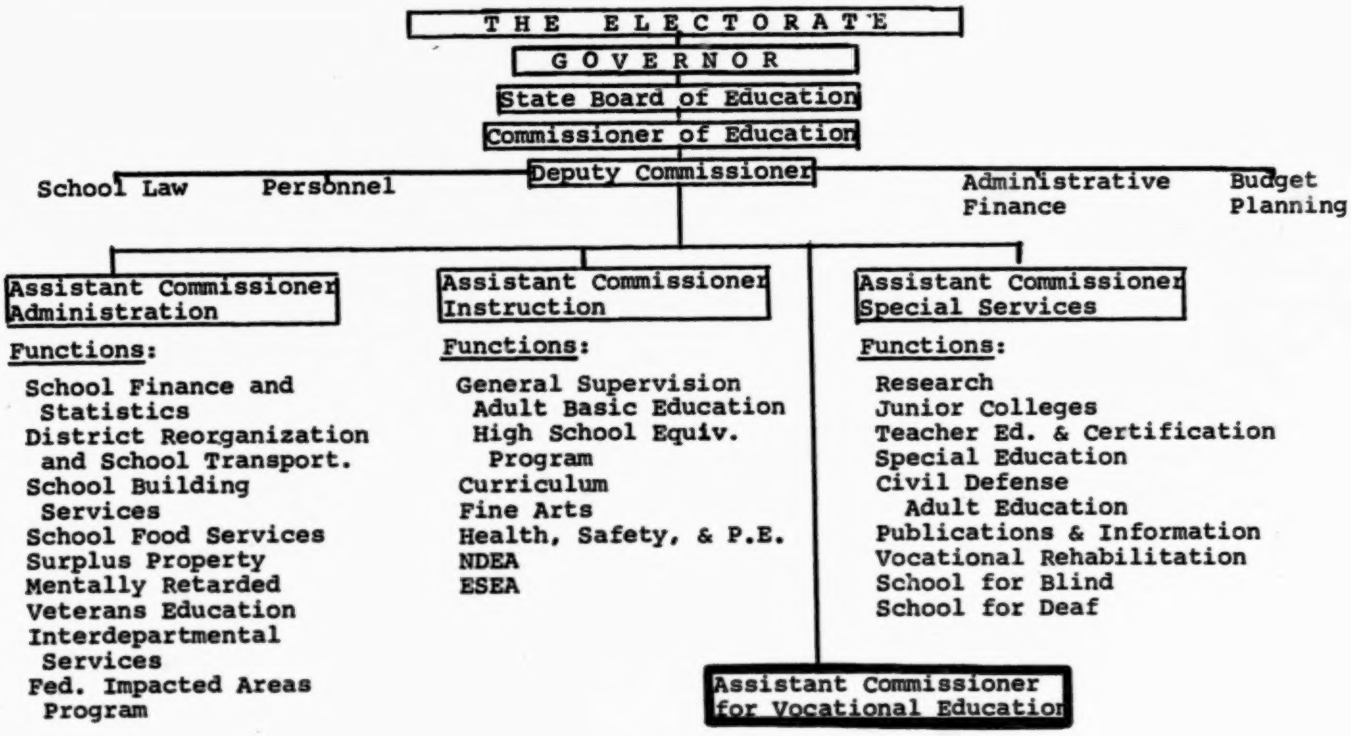
The State Superintendent of Public Instruction

The State Commissioner of Education serves as the administrative and executive officer of the State Board of Education which is designated as the State Board for Vocational Education. The Commissioner is appointed by the State Board.

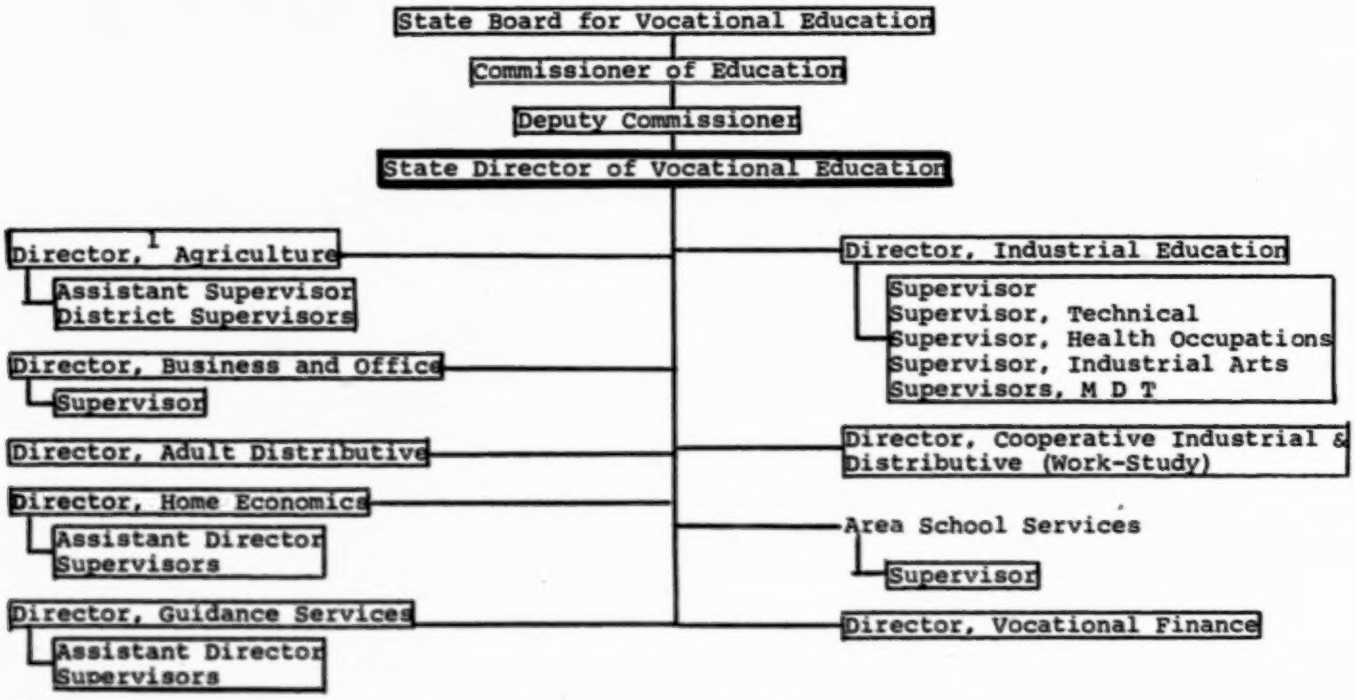
The State Director of Vocational Education

The State Director of Vocational Education is appointed by the State Board upon the recommendation of the Commissioner of Education.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
GOVERNOR
State Board of Education
Commissioner of Education
School Law
Personnel
Deputy Commissioner
Administrative Finance
Budget Planning
Assistant Commissioner Administration
Functions:
School Finance and Statistics
District Reorganization and School Transport.
School Building Services
School Food Services
Surplus Property
Mentally Retarded
Veterans Education
Interdepartmental Services
Fed. Impacted Areas Program
Assistant Commissioner Instruction
Functions:
General Supervision
Adult Basic Education
High School Equiv. Program
Curriculum
Fine Arts
Health, Safety, & P.E.
NDEA
ESEA
Assistant Commissioner Special Services
Functions:
Research
Junior Colleges
Teacher Ed. & Certification
Special Education
Civil Defense
Adult Education
Publications & Information
Vocational Rehabilitation
School for Blind
School for Deaf
Assistant Commissioner for Vocational Education

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
Commissioner of Education
Deputy Commissioner
State Director of Vocational Education
Director,[1] Agriculture
Assistant Supervisor
District Supervisors
Director, Business and Office
Supervisor
Director, Adult Distributive
Director, Home Economics
Assistant Director
Supervisors
Director, Guidance Services
Assistant Director
Supervisors
Director, Industrial Education
Supervisor
Supervisor, Technical
Supervisor, Health Occupations
Supervisor, Industrial Arts
Supervisors, M D T
Director, Cooperative Industrial & Distributive (Work-Study)
Area School Services
Supervisor
Director, Vocational Finance

[1] The title "Director" is equivalent to "Supervisor" in many states.

(Missouri)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

Assistant Commissioner and Director of Vocational Education			1
Directors			8
Agriculture Education		1	
Adult Distributive Education		1	
Business and Office Education		1	
Home Economics		1	
Industrial Education		1	
Guidance Services		1	
Cooperative Industrial and Distributive Education		1	
Vocational Finance		1	
Assistant Directors			2
Guidance Services		1	
Home Economics		1	
Supervisors			16
Area School Services		1	
Business and Office Education		1	
Guidance Services		4	
Home Economics		3	
Industrial Education	1	7	
Technical	1		
Industrial Arts	1		
Health Occupations	1		
MDT	3		
Assistant Supervisor, Agriculture			1
District Supervisor, Agriculture			5
TOTAL			33

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		247	1	126	-	374	20
Merchandising		110	6	110	5	231	12
Health		2	84	17	1	104	5
Office		303	22	46	20	391	20
Technical		61	24	45	-	130	7
Industrial		235	4	331	1	571	30
Others Work-Study		115	-	-	-	115	6
Total	Number	1073	141	675	27	1916	-
	Percent	56	7	35	2	-	100
Full-time		464	110	100	3	677	35
Part-time		609	31	575	24	1239	65

(Missouri)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		13832	-	3988	47	17867	34
Merchandising		2429	247	4916	-	7592	14
Health		66	138	1552	15	1771	3
Office		7283	966	2000	583	10832	20
Technical		1145	424	923	-	2496	5
Industrial		5589	196	6706	11	12502	24
Others		-	-	-	-	-	-
Total	Number	30344	1971	20085	656	53056	-
	Percent	57	4	38	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		7	1	8	374	47
Merchandising		2	1	3	231	77
Health		1	-	1	104	104
Office		2	1	3	391	130
Technical		1	-	1	130	130
Industrial		2	2	4	571	143
Others		3	-	3	115	38
Total	Number	18	4	22	1916	87
	Percent	82	18	100	-	-

(Missouri)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	369	Community or Junior Colleges	5
Vocational Secondary Schools	4	Vocational-Technical Schools	1
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	28	Universities or Colleges	3
Total Secondary Schools	401	Total Post-Secondary Schools	9
Combination Secondary and Post-Secondary Schools	5	TOTAL	415

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	3,399,000	61	10,943,000	62	74
State Funds	850,000	15	1,189,000	7	13
Federal Funds	1,355,000	24	5,464,000	31	101
TOTAL	5,604,000	100	17,596,000	100	71

Expenditures	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	282,000	5	364,000	2	10
Teacher Education Institutions	161,000	3	307,000	2	30
TOTAL for State Agencies	443,000	8	671,000	4	17
Schools:					
Capital Outlay	221,000	4	6,858,000	40	1001
Current Expenses	4,940,000	88	9,587,000	56	31
TOTAL	5,161,000	92	16,445,000	96	73
TOTAL—All Agencies	5,604,000	100	17,116,000	100	68

* Data for 1965-66 have not been fully verified and may contain minor errors.
(Missouri)

MONTANA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Montana states that, "It shall be the duty of the legislative assembly of Montana to establish and maintain a general, uniform and thorough system of public education." (Article XI, Section 1)

The State Board of Education is to be composed of the Governor, the Attorney General and the State Superintendent of Public Instruction as ex officio members and eight lay persons appointed by the Governor. (Article XI, Section 11)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 75.4241) and designates the State Board of Education as the State Board for Vocational Education. (Title 75.4242) The State Superintendent is charged with supervision of vocational education. (Title 75.4245)

The State Board may appoint an advisory committee composed of the State Superintendent or his designate, one person from business, one from agriculture, one from skilled labor and one from homemaking. (Title 75.4243)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

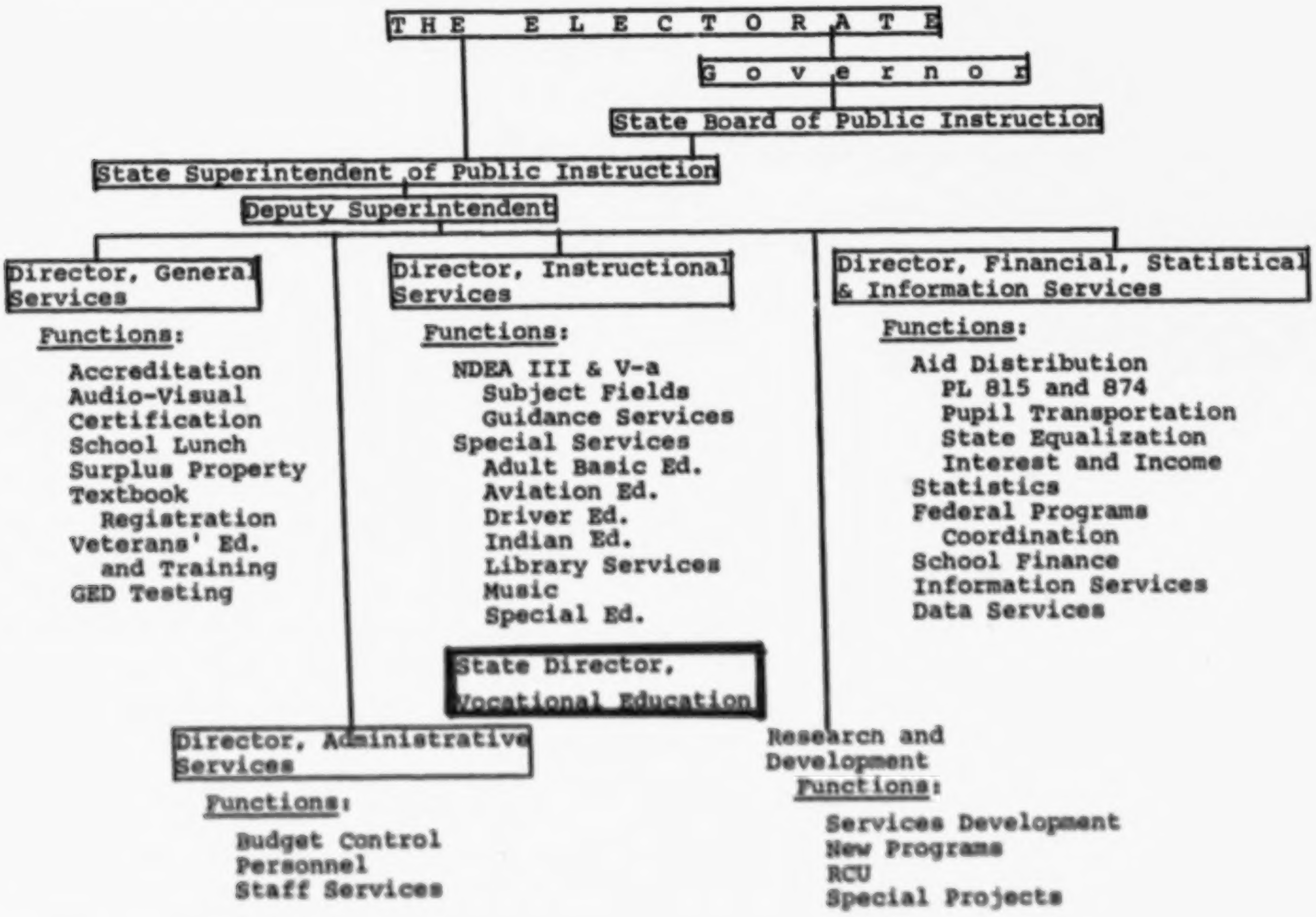
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education which is designated as the State Board for Vocational Education. He is elected by the people of that state.

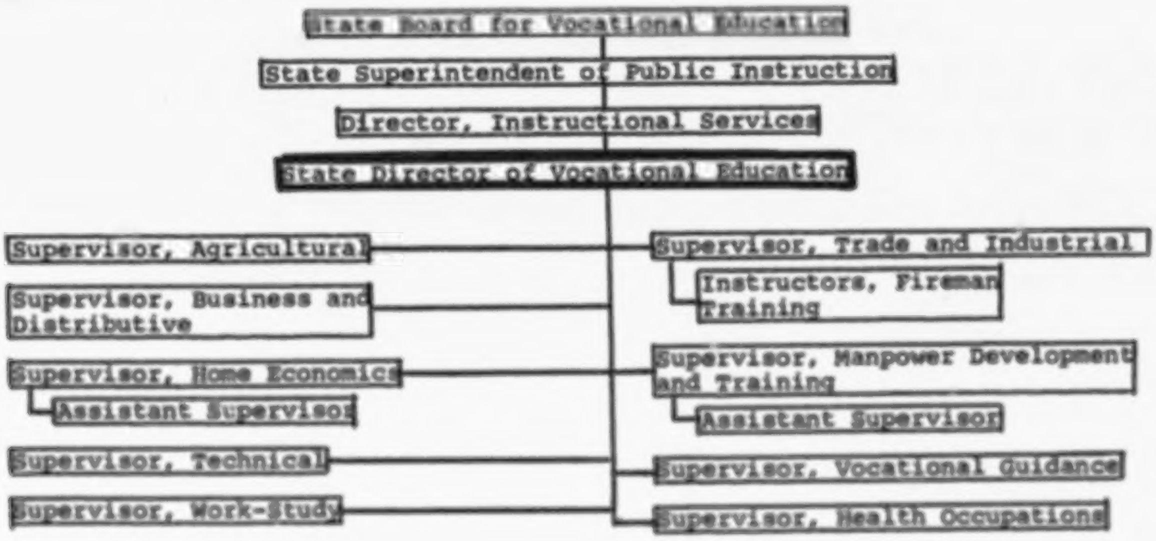
The State Director of Vocational Education

The State Director of Vocational Education is appointed by the Superintendent of Public Instruction to administer the State program of vocational education.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Public Instruction
State Superintendent of Public Instruction
Deputy Superintendent
Director, General Services
Functions:
Accreditation
Audio-Visual
Certification
School Lunch
Surplus Property
Textbook Registration
Veterans' Ed. and Training
GED Testing
Director, Instructional Services
Functions:
NDEA III & V-a
Subject Fields
Guidance Services
Special Services
Adult Basic Ed.
Aviation Ed.
Driver Ed.
Indian Ed.
Library Services
Music
Special Ed.
State Director, Vocational Education
Director, Financial, Statistical & Information Services
Functions:
Aid Distribution
PL 815 and 874
Pupil Transportation
State Equalization
Interest and Income
Statistics
Federal Programs Coordination
School Finance
Information Services
Data Services
Director, Administrative Services
Functions:
Budget Control
Personnel
Staff Services
Research and Development
Functions:
Services Development
New Programs
RCU
Special Projects

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Instruction
Director, Instructional Services
State Director of Vocational Education
Supervisor, Agricultural
Supervisor, Business and Distributive
Supervisor, Home Economics
Assistant Supervisor
Supervisor, Technical
Supervisor, Work-Study
Supervisor, Trade and Industrial
Instructors, Fireman Training
Supervisor, Manpower Development and Training
Assistant Supervisor
Supervisor, Vocational Guidance
Supervisor, Health Occupations

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

Director, Vocational Education		1
Administrative Assistant, Vocational Education		1
Supervisors		8
Agriculture Education	1	
Business and Distributive Education	1	
Home Economics Education	1	
MDT	1	
Technical Education	1	
Trade and Industrial Education	1	
Vocational Guidance	1	
Work-Study	1	
Assistant Supervisor, Home Economics		1
Assistant Supervisor, MDT		1
Instructors, Fireman Training		2
TOTAL		14

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		61	2	16	-	79	34
Merchandising		10	1	-	-	11	5
Health		-	5	1	-	6	3
Office		5	3	-	1	9	4
Technical		13	8	23	-	44	19
Industrial		26	10	46	1	83	35
Others		-	-	-	-	-	-
Total	Number	115	29	86	2	232	-
	Percent	52	11	35	2	-	100
Full-time		25	17	-	-	-	-
Part-time		90	12	86	2	-	-

(Montana)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		2485	60	655	-	3200	34
Merchandising		401	25	118	-	544	6
Health		-	98	63	-	161	2
Office		120	189	-	16	325	3
Technical		467	377	332	-	1176	13
Industrial		1034	459	2355	22	3870	42
Others		-	-	-	-	-	-
Total	Number	4507	1208	3523	38	9276	-
	Percent	49	14	37	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		-	1	1	79	79
Merchandising		-	1	1	11	11
Health		-	1	1	6	6
Office		-	1	1	9	9
Technical		1	-	1	44	44
Industrial		2	1	3	83	28
Others		-	-	-	-	-
Total	Number	3	5	8	232	29
	Percent	38	62	100	-	-

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	106	Community or Junior Colleges	2
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	1
Total Secondary Schools	106	Total Post-Secondary Schools	3
Combination Secondary and Post-Secondary Schools	1	TOTAL	110

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

1965-66 DATA ARE NOT AVAILABLE

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution					
State Funds					
Federal Funds					
TOTAL					

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education					
Teacher Education Institutions					
TOTAL for State Agencies					
Schools:					
Capital Outlay					
Current Expenses					
TOTAL					
TOTAL—All Agencies					

(Montana)

NEBRASKA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Nebraska states that "The Legislature shall provide for the free instruction in the common schools of this state of the youth..." (Article VII, Section 6)

It further creates a State Board of Education. (Article VII, Section 14) The State Board is composed of six lay members, elected from each of the six judicial districts on a nonpolitical ballot, and for staggered terms of office. (Revised Statute 79-322) The State Commissioner is appointed by the Board of Education and serves as its secretary and executive officer. (Revised Statute 79-321)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Revised Statute 79-1419) and designates the State Board of Education as the State Board for Vocational Education. (Revised Statute 79-330)

The Nebraska State Plan for Vocational Education was revised and approved by the State Board for Vocational Education on January 31, 1966.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

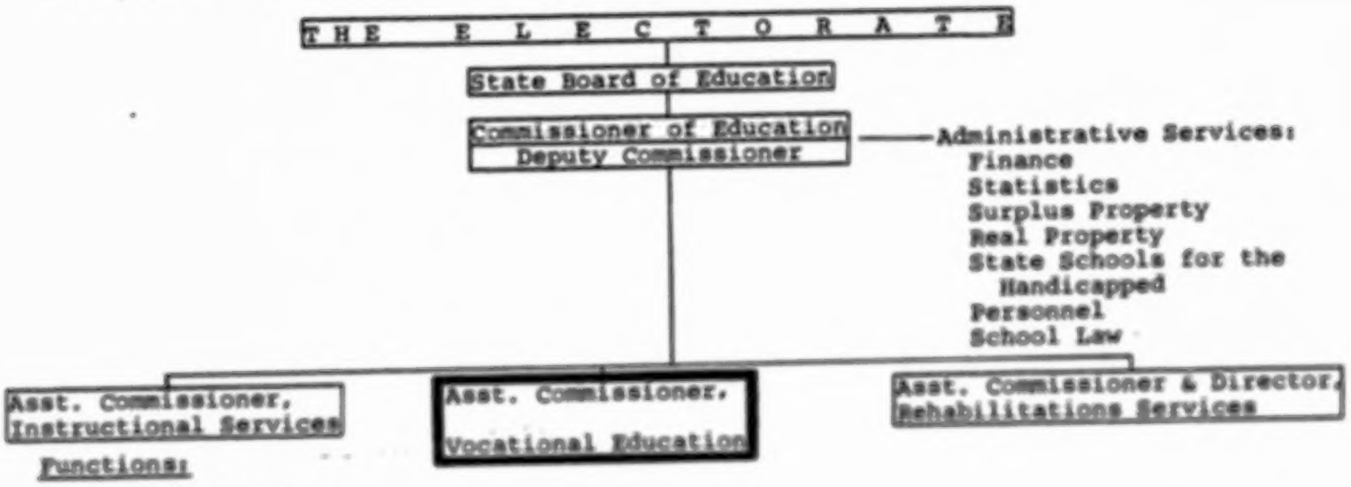
The State Superintendent of Public Instruction

The State Commissioner of Education is the executive officer of the State Board of Education which is designated as the State Board for Vocational Education. He is appointed by the State Board.

The State Director of Vocational Education

The Assistant Commissioner of Education in charge of vocational education is responsible for administering the vocational education programs under State Board control. He is appointed by the State Board, upon recommendation of the Commissioner of Education.

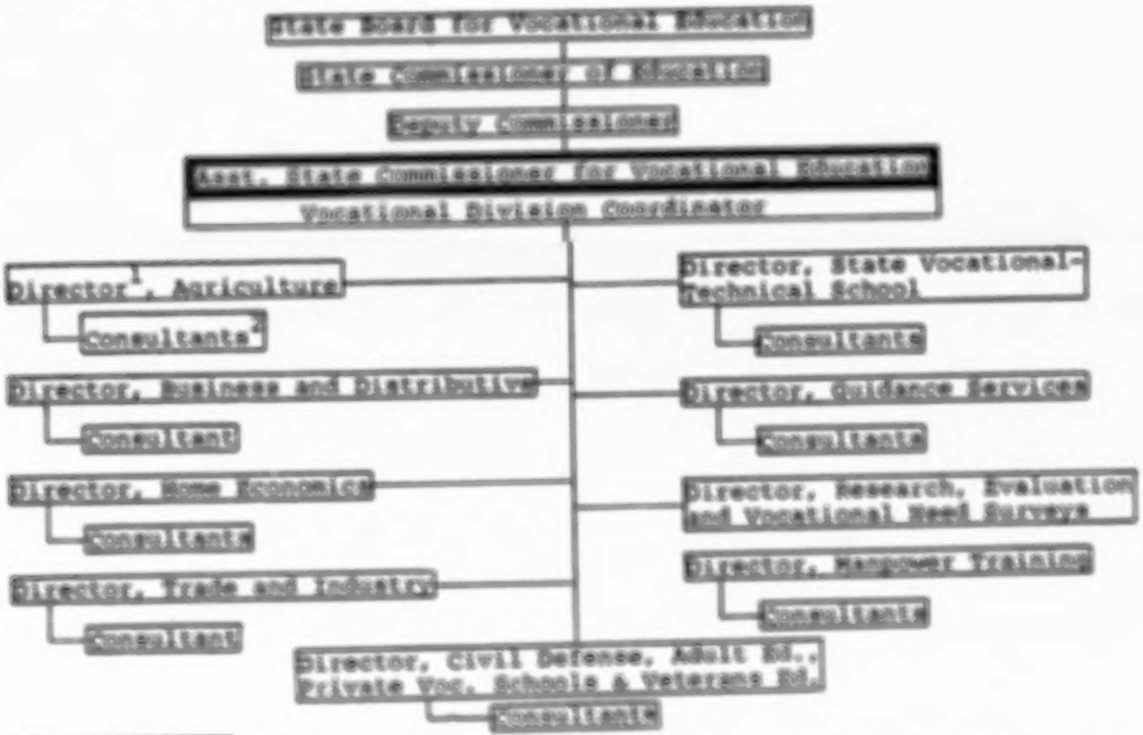
III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION.


THE ELECTORATE
State Board of Education
Commissioner of Education
Deputy Commissioner
Administrative Services:
Finance
Statistics
Surplus Property
Real Property
State Schools for the Handicapped
Personnel
School Law
Asst. Commissioner, Instructional Services
Asst. Commissioner, Vocational Education
Asst. Commissioner & Director, Rehabilitations Services

Functions:

- School Services
  - Curriculum and Instruction
  - Field
  - Supervisory
- Special Education
- Teacher Preparation and Certification
  - Teacher Certification
  - Approval of Teacher Ed. Programs
  - Junior Colleges
- Federal Programs

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Commissioner of Education
Deputy Commissioner
Asst. State Commissioner for Vocational Education
Vocational Division Coordinator
Director[1], Agriculture
Consultants[2]
Director, Business and Distributive
Consultant
Director, Home Economics
Consultants
Director, Trade and Industry
Consultant
Director, State Vocational-Technical School
Consultants
Director, Guidance Services
Consultants
Director, Research, Evaluation and Vocational Need Surveys
Director, Manpower Training
Consultants
Director, Civil Defense, Adult Ed., Private Voc. Schools & Veterans Ed.
Consultants

---

[1] The title "Director" is equivalent to "Supervisor" in many states.
[2] The title "Consultant" is equivalent to "Assistant Supervisor" in many states.

(Nebraska)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

Assistant Commissioner and Director Vocational Education		1
Divisional Coordinator		1
Directors		9
Agriculture Education	1	
Distributive and Business	1	
Guidance Services	1	
Homemaking Services	1	
Trade and Industrial	1	
Manpower Training	1	
Research and Evaluation	1	
State Vocational-Technical School	1	
Adult Education, Civil Definse, Private Vocational Schools and Veterans Education	1	
Consultants		14
Agriculture Education	3	
Distributive and Business	1	
Guidance Services	2	
Homemaking	1	
Trade and Industrial	1	
Manpower Training	1	
Adult Education, Civil Defense, and Veterans Education	4	
State Vocational-Technical School	1	
TOTAL		25

---

* Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		123	6	70	-	199	26
Merchandising		13	1	57	6	77	10
Health		-	38	37	-	75	10
Office		72	3	35	-	110	14
Technical		-	50	-	-	50	6
Industrial		64	21	178	5	268	34
Others		-	-	-	-	-	-
Total	Number	272	119	377	11	779	-
	Percent	35	15	49	1	-	100
Full-time		107	66	-	-	173	22
Part-time		165	53	376	11	605	78

(Nebraska)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		5149	41	2757	-	7947	27
Merchandising		727	15	5364	54	6160	21
Health		-	388	608	-	996	3
Office		2616	152	1260	-	4028	13
Technical		-	613	-	-	613	2
Industrial		3771	163	5575	374	9883	33
Others	Div. Occ. Home Ec.	9648	-	10764	-	20412	1
Total	Number	21901	1395	26328	-	50088	-
	Percent	41	5	53	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		4	-	4	199	50
Merchandising		1	-	1	77	77
Health		-	-	-	75	-
Office		1	-	1	110	110
Technical		-	-	-	50	-
Industrial		2	-	2	268	134
Others	Work Study	-	-	-	-	-
Total	Number	8	-	8	779	97
	Percent	44	56	100	-	-

(Nebraska)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	170	Community or Junior Colleges	3
Vocational Secondary Schools	0	Vocational-Technical Schools	5
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	4
Total Secondary Schools	170	Total Post-Secondary Schools	12
Combination Secondary and Post-Secondary Schools	0	TOTAL	182

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	1,002,000	41	1,543,000	35	18
State Funds	791,000	33	908,000	21	5
Federal Funds	631,000	26	1,944,000	44	69
TOTAL	2,424,000	100	4,395,000	100	27

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	134,000	6	188,000	4	13
Teacher Education Institutions	85,000	3	175,000	4	35
TOTAL for State Agencies	219,000	9	363,000	8	22
Schools:					
Capital Outlay	348,000	14	935,000	22	56
Current Expenses	1,857,000	77	3,097,000	70	23
TOTAL	2,205,000	91	4,032,000	92	28
TOTAL—All Agencies	2,424,000	100	4,395,000	100	27

(Nebraska)

NEVADA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Nevada states that "the Legislature shall encourage by all suitable means the promotion of intellectual, literary, scientific mining, mechanical, agricultural and moral improvements..." (Article XI, Section 1) and "shall provide for a uniform system of common schools." (Article XI, Section 2)

The State Board of Education is composed of six elected members and two members appointed by the six elected members. (Title 385.020) Elected members serve four years on staggered terms. Appointed members serve four years.

The State accepts an act of Congress entitled,"An act to provide for the promotion of vocational education..." (Title 387.050) and designates the State Board of Education as the State Board for Vocational Education. (Title 388.330)

The Nevada State Plan for Vocational Education was adopted on September 24, 1964 and subsequently amended and approved by the State Board for Vocational Education on January 21, 1965 and September 16, 1965.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

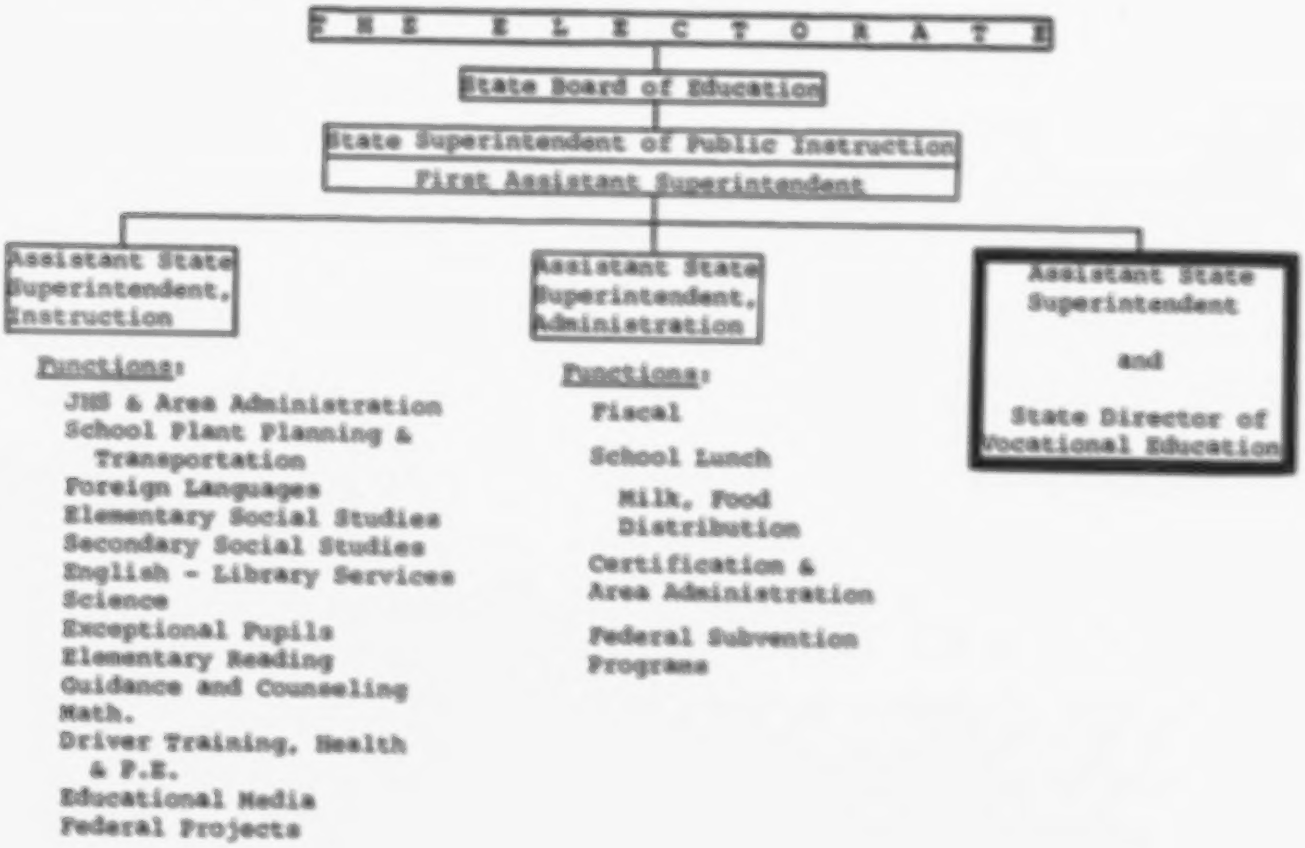
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education and the State Board for Vocational Education. He is appointed by and serves at the pleasure of the State Board.

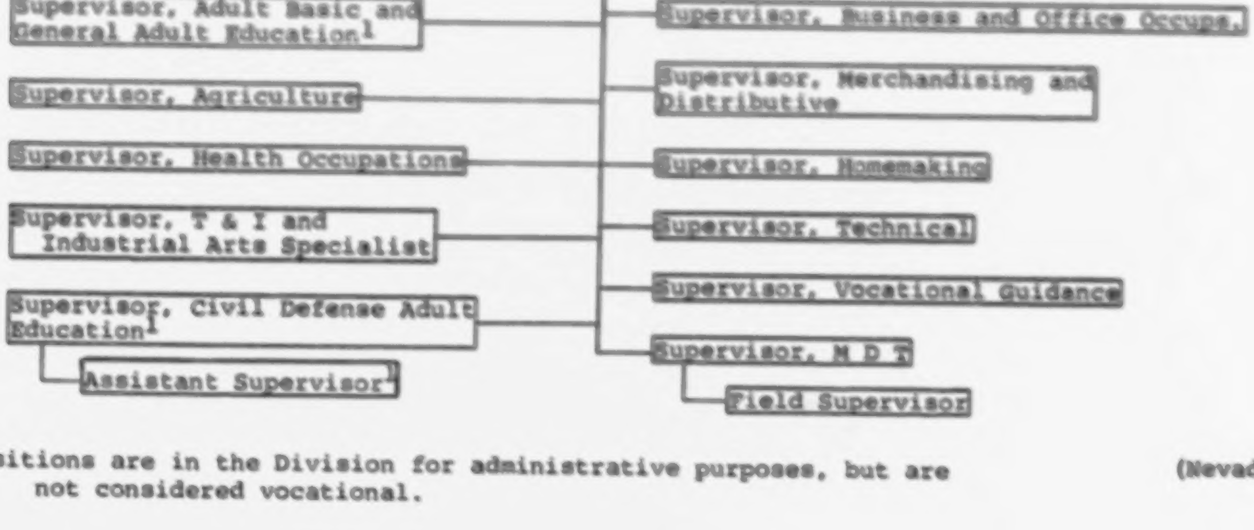
The State Director of Vocational Education

The Assistant Superintendent for Vocational and Technical Education is selected through competitive examinations under the auspices of the State Personnel Board. The State Board of Education appoints the State Director upon the recommendation of the State Superintendent of Public Instruction.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
State Board of Education
State Superintendent of Public Instruction
First Assistant Superintendent
Assistant State Superintendent, Instruction
Functions:
JHS & Area Administration
School Plant Planning & Transportation
Foreign Languages
Elementary Social Studies
Secondary Social Studies
English - Library Services
Science
Exceptional Pupils
Elementary Reading
Guidance and Counseling
Math.
Driver Training, Health & P.E.
Educational Media
Federal Projects
Assistant State Superintendent, Administration
Functions:
Fiscal
School Lunch
Milk, Food Distribution
Certification & Area Administration
Federal Subvention Programs
Assistant State Superintendent and State Director of Vocational Education

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Instruction
First Assistant Superintendent
Assistant Superintendent and State Director for Vocational-Technical Education
Area Administrator Southern Nevada
Deputy Administrator and Supervisor of Work-Study Programs
Supervisor, Adult Basic and General Adult Education[1]
Supervisor, Business and Office Occups.
Supervisor, Agriculture
Supervisor, Merchandising and Distributive
Supervisor, Health Occupations
Supervisor, Homemaking
Supervisor, T & I and Industrial Arts Specialist
Supervisor, Technical
Supervisor, Vocational Guidance
Supervisor, Civil Defense Adult Education[1]
Assistant Supervisor[1]
Supervisor, M D T
Field Supervisor

---

[1] Positions are in the Division for administrative purposes, but are not considered vocational.

(Nevada)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

Assistant Superintendent and Director of Vocational-Technical Education		1
Deputy Administrator, Vocational-Technical Education		1
Area Administrator, Vocational-Technical Education		1
Supervisors		9
Guidance Services	1	
Health Service Occupations	1	
Office Occupations	1	
Technical Education	1	
Distributive Education	1	
Manpower Development and Training	1	
Agriculture Education	1	
Homemaking Education	1	
Trade and Industrial Education	1	
Assistant Supervisors		1
Field Supervisor Manpower Development and Training	1	
TOTAL		13

---

* Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		15	8	7	1	31	10
Merchandising		8	-	11	-	19	6
Health		-	11	7	-	18	5
Office		12	-	26	3	41	13
Technical		16	18	45	-	79	24
Industrial		31	-	85	3	119	37
Others		9	-	4	4	17	5
Total	Number	91	37	185	11	324	-
	Percent	25	12	57	3	-	100
Full-time		45	22	-	7	74	23
Part-time		46	15	185	4	250	77

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		551	24	65	-	640	7
Merchandising		147	-	92	-	239	3
Health		-	183	90	-	273	3
Office		929	-	1257	85	2271	26
Technical		635	84	1951	-	2670	30
Industrial		563	-	1990	40	2593	29
Others Home Ec.		47	-	99	32	178	2
Total	Number	2872	291	5544	157	8864	-
	Percent	32	3	63	2	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		2	1	3	31	10
Merchandising		1	-	1	19	19
Health		1	-	1	18	18
Office		1	-	1	41	41
Technical		1	-	1	79	79
Industrial		2	-	2	119	60
Others Work Study Home Ec.		-	1	1	17	-
Total	Number	8	2	10	324	32
	Percent	80	20	100	-	-

(Nevada)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	32	Community or Junior Colleges	0
Vocational Secondary Schools	8	Vocational-Technical Schools	1
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	1	Universities or Colleges	2
Total Secondary Schools	40	Total Post-Secondary Schools	3
Combination Secondary and Post-Secondary Schools	0	TOTAL	43

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962-63 Amount	1962-63 Percent	1965-66 Amount	1965-66 Percent	Average Annual Percent Increase
Local School District or Institution	638,000	58	3,848,000	81	134
State Funds	197,000	18	334,000	7	23
Federal Funds	264,000	24	581,000	12	40
TOTAL	1,099,000	100	4,763,000	100	112

Expenditures	1962-63 Amount	1962-63 Percent	1965-66 Amount	1965-66 Percent	Average Annual Percent Increase
State Division of Vocational Education	106,000	10	166,000	3	19
Teacher Education Institutions	27,000	2	33,000	1	7
TOTAL for State Agencies	133,000	12	199,000	4	17
Schools:					
Capital Outlay	56,000	5	2,894,000	61	1,689
Current Expenses	910,000	83	1,670,000	35	28
TOTAL	966,000	88	4,564,000	96	125
TOTAL—All Agencies	1,099,000	100	4,763,000	100	112

(Nevada)

NEW HAMPSHIRE

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of New Hampshire provides for the encouragement of public schools. (Article 83, Part 2)

The State Board of Education is composed of seven lay members (Title 186.1) to be appointed jointly by the Governor and the State Council. (Title 186.2) The Board "shall have powers of management, supervision and direction over all public schools." (Title 186.5)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." and designates the State Board of Education as the State Board for Vocational Education. (Title 186.11 (xll)) In addition, the Governor appoints an advisory committee for vocational education to be composed of two persons from industry, one from labor, one from agriculture, one representing employment security, one from business and one from public education.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

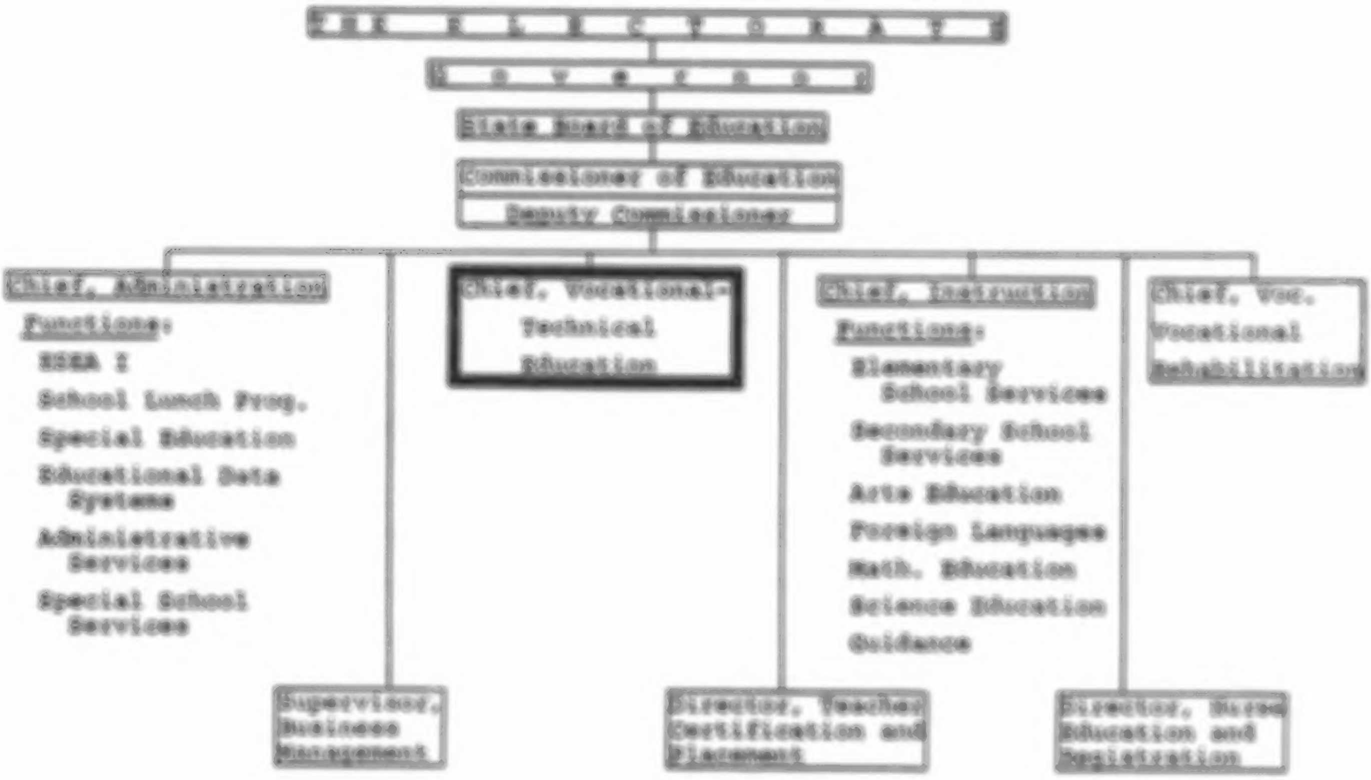
The State Superintendent of Public Instruction

The State Commissioner of Education is the chief executive officer of the State Board of Education. He is appointed to office by the State Board of Education.

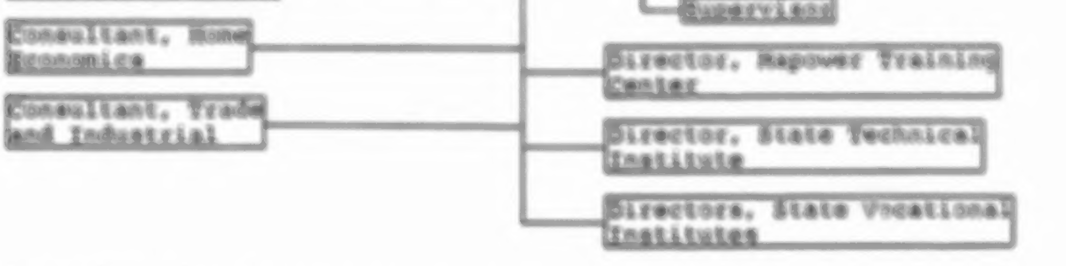
The State Director of Vocational Education

The State Director of Vocational Education in New Hampshire carries the title of Chief of the Division of Vocational-Technical Education. He is appointed by the State Board of Education upon nomination by the Commissioner of Education.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


T H E E L E C T O R A T E
G o v e r n o r
State Board of Education
Commissioner of Education
Deputy Commissioner
Chief, Administration
Functions:
ESEA I
School Lunch Prog.
Special Education
Educational Data Systems
Administrative Services
Special School Services
Chief, Vocational-Technical Education
Chief, Instruction
Functions:
Elementary School Services
Secondary School Services
Arts Education
Foreign Languages
Math. Education
Science Education
Guidance
Chief, Voc. Vocational Rehabilitation
Supervisor, Business Management
Director, Teacher Certification and Placement
Director, Nurse Education and Registration

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Director of Vocational Education
Consultant,[1] Agricultural
Consultant, Distributive and Business
Consultant, Health Occupations
Consultant, Home Economics
Consultant, Trade and Industrial
Director, Post-Secondary Vocational-Technical Education
Consultant, Vocational Guidance
Director, M D T
Supervisor
Director, Mapower Training Center
Director, State Technical Institute
Directors, State Vocational Institutes

---

[1] The title "Consultant" is equivalent to "Supervisor" in many states.

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

State Director of Vocational Education		1
Consultants		6
Agriculture Education	1	
Distributive and Business Education	1	
Health Occupations	1	
Home Economics	1	
Trade and Industrial Education	1	
Vocational Guidance	1	
Directors		8
Post-Secondary Vocational Technical Education	1	
Manpower Development and Training	1	
**Manpower Training Center	1	
Veterans' Education	1	
**State Technical Institute	1	
**State Vocational Institute	3	
Supervisors		1
Manpower Development and Training	1	
TOTAL		16

---

* Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education.

** These persons are not members of the state staff, but are finally responsible to the State Director of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		9	5	-	-	14	10
Merchandising		1	-	-	-	1	1
Health		-	9	-	-	9	7
Office		-	3	2	-	5	4
Technical		-	20	8	-	28	21
Industrial		33	31	13	-	77	57
Others		-	-	-	-	-	-
Total	Number	43	68	23	-	134	-
	Percent	32	51	17	-	-	100
Full-time							
Part-time							

(New Hampshire)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		356	181	-	-	537	21
Merchandising		55	-	-	-	55	2
Health		-	61	64	-	125	5
Office		-	53	111	-	164	6
Technical		-	203	139	-	342	14
Industrial		660	355	288	-	1303	52
Others		-	-	-	-	-	-
Total	Number	1071	853	602	-	2526	-
	Percent	42	34	24	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		1	-	1	14	14
Merchandising		-	1	1	1	1
Health		1	-	1	9	9
Office		-	1	1	5	5
Technical		1	-	1	28	28
Industrial		1	-	1	77	77
Others		1	-	1	-	-
Total	Number	5	2	7	134	19
	Percent	71	29	100	-	-

(New Hampshire)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	57	Community or Junior Colleges	0
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational - Technical Schools	5
Area Vocational Schools	7	Universities or Colleges	0
Total Secondary Schools	64	Total Post-Secondary Schools	5
Combination Secondary and Post-Secondary Schools	0	TOTAL	69

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	264,000	34	2,530,000	62	206
State Funds	231,000	29	736,000	18	71
Federal Funds	287,000	37	815,000	20	61
TOTAL	782,000	100	4,081,000	100	141

Expenditures	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	66,000	8	113,000	3	24
Teacher Education Institutions	31,000	4	27,000	1	-4
TOTAL for State Agencies	97,000	12	140,000	4	15
Schools:					
Capital Outlay	76,000	9	3,096,000	76	1325
Current Expenses	609,000	79	845,000	20	13
TOTAL	685,000	88	3,926,000	96	158
TOTAL—All Agencies	782,000	100	4,081,000	100	141

* Data for 1965-66 have not been fully verified and may contain minor errors. (New Hampshire)

NEW JERSEY

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of New Jersey states that "the Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools." (Article VIII, Section 4, 1)

The State Board of Education is composed of twelve members appointed by the Governor, at least three of whom must be women. (Title 18.2-1) This Board is to have "general supervision and control" of public education (Title 18.2-1) and may accept Federal funds. (Title 18.3-21)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 18.17-1) and designates the State Board of Education as the State Board for Vocational Education. (Title 18.17-2)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

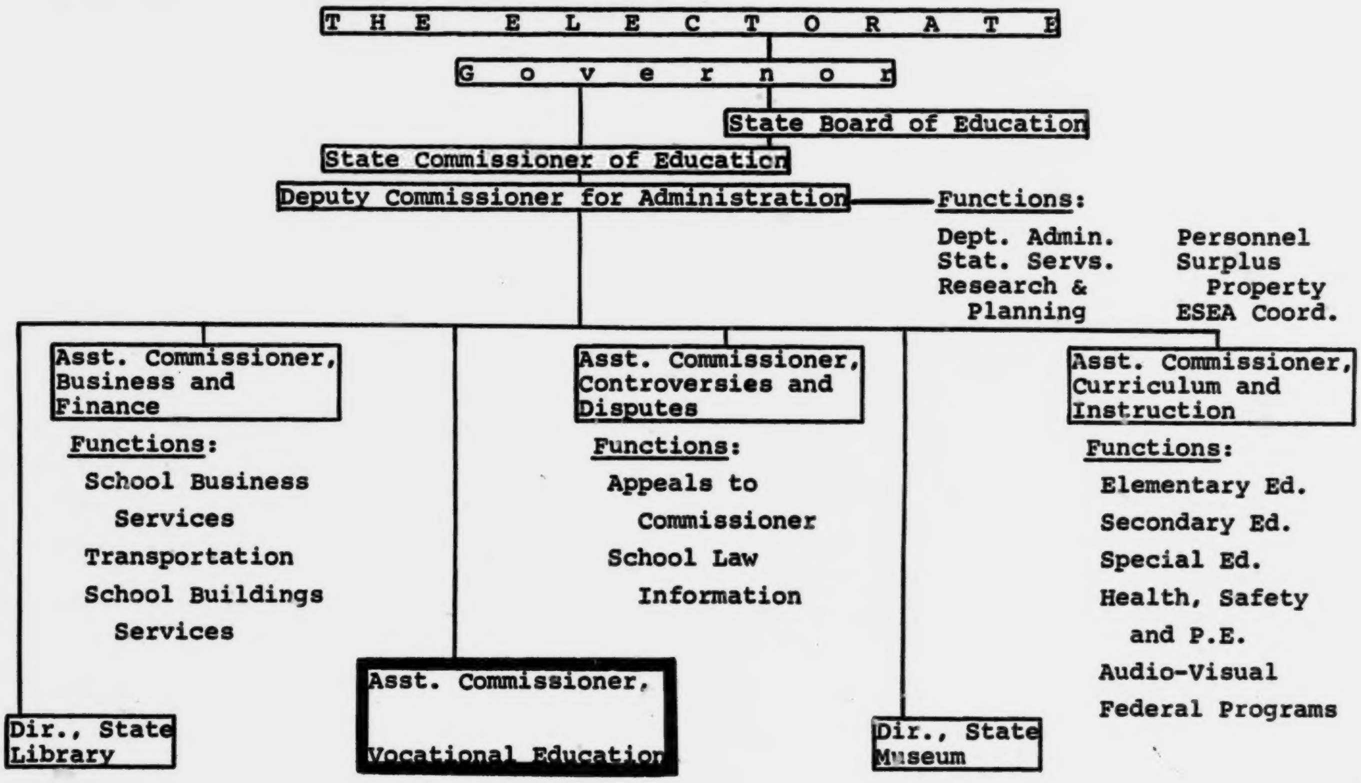
The State Superintendent of Public Instruction

The State Commissioner of Education is the executive officer of the New Jersey State Board of Education. He is appointed by the Governor, by and with the advice and consent of the Senate.

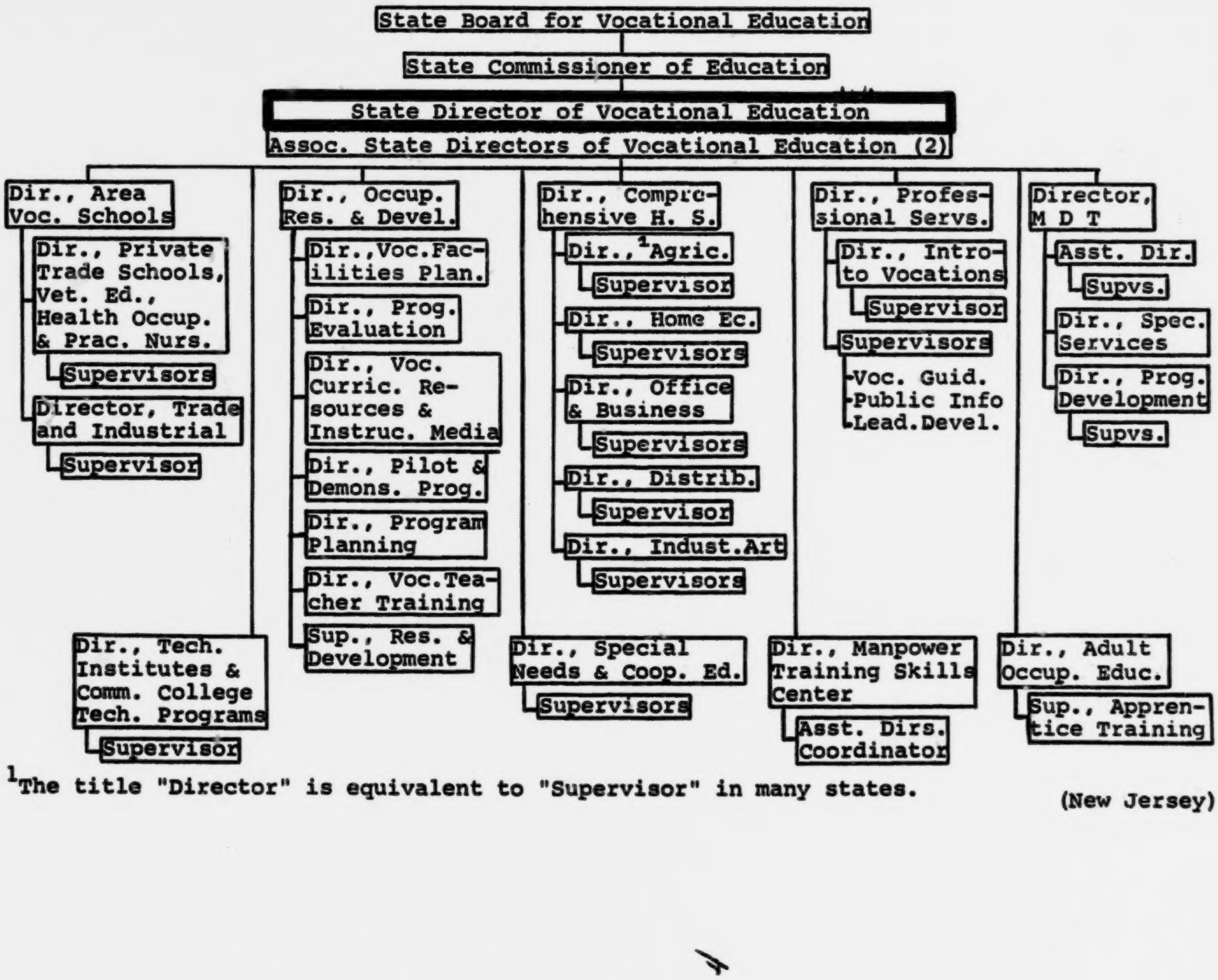
The State Director of Vocational Education

The State Director of Vocational Education is the Assistant Commissioner of Education in charge of the Vocational Division. He is directly responsible to the Commissioner for all vocational education activities under control of the State Board of Education. The Commissioner of Education appoints the Assistant Commissioner, subject to approval of the State Board.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Commissioner of Education
Deputy Commissioner for Administration
Functions:
Dept. Admin.
Stat. Servs.
Research & Planning
Personnel
Surplus Property
ESEA Coord.
Asst. Commissioner, Business and Finance
Functions:
School Business Services
Transportation
School Buildings Services
Asst. Commissioner, Controversies and Disputes
Functions:
Appeals to Commissioner
School Law Information
Asst. Commissioner, Curriculum and Instruction
Functions:
Elementary Ed.
Secondary Ed.
Special Ed.
Health, Safety and P.E.
Audio-Visual
Federal Programs
Dir., State Library
Asst. Commissioner, Vocational Education
Dir., State Museum

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Commissioner of Education
State Director of Vocational Education
Assoc. State Directors of Vocational Education (2)
Dir., Area Voc. Schools
Dir., Private Trade Schools, Vet. Ed., Health Occup. & Prac. Nurs.
Supervisors
Director, Trade and Industrial
Supervisor
Dir., Tech. Institutes & Comm. College Tech. Programs
Supervisor
Dir., Occup. Res. & Devel.
Dir., Voc. Facilities Plan.
Dir., Prog. Evaluation
Dir., Voc. Curric. Resources & Instruc. Media
Dir., Pilot & Demons. Prog.
Dir., Program Planning
Dir., Voc. Teacher Training
Sup., Res. & Development
Dir., Comprehensive H. S.
Dir.,[1] Agric.
Supervisor
Dir., Home Ec.
Supervisors
Dir., Office & Business
Supervisors
Dir., Distrib.
Supervisor
Dir., Indust. Art
Supervisors
Dir., Special Needs & Coop. Ed.
Supervisors
Dir., Professional Servs.
Dir., Intro to Vocations
Supervisor
Supervisors
Voc. Guid.
Public Info
Lead. Devel.
Dir., Manpower Training Skills Center
Asst. Dirs. Coordinator
Director, M D T
Asst. Dir.
Supvs.
Dir., Spec. Services
Dir., Prog. Development
Supvs.
Dir., Adult Occup. Educ.
Sup., Apprentice Training

[1] The title "Director" is equivalent to "Supervisor" in many states.

(New Jersey)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

Director (Assistant Commissioner of Ed.		1
Associate Director		2
Branch Directors		8
Area Voc. Schools, Private Trade Schools, Apprentice, and Veteran Training	1	
Comprehensive High Schools	1	
Tech. Inst, and Comm. Coll. Tech. Programs	1	
Special Needs and Coop. Ed.	1	
Professional Services	1	
Occupational Research and Development	1	
MDT	1	
Manpower Training Skills Center	1	
Assistant Branch Directors		4
Technical Education	1	
MDT	1	
Manpower, Training Skills Center	2	
Directors		17
Private Trade Schools, Apprentice, and Veteran Training	1	
Trade and Industrial Education	1	
Agriculture Education	1	
Home Economics Education	1	
Industrial Arts	1	
Office Occupations and Business Education	1	
Distributive Education	1	
Professional Services	1	
Occupational Research and Development	6	
MDT	2	
Adult Occup. Education	1	
Supervisors		27
Area Voc. Schools	7	
Comprehensive H.S.	7	
Tech. Institutes and Comm. Coll. Tech. Programs	1	
Coop. Industrial Ed. and Work-Study	3	
Professional Services	4	
Occupational Research and Development	1	
MDT	4	
Coordinator		1
Manpower Training Skills Center, Student Personnel Service	1	
Research Assistant		1
Occupational Res. and Dev.	1	
TOTAL		61

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		42	1	4	2	49	2
Merchandising		61	1	1	-	63	3
Health		29	17	8	-	54	2
Office		855	3	71	2	931	41
Technical		69	49	117	-	235	10
Industrial		349	16	453	11	829	36
Others	Unspecified Work-Study	83	17	33	-	133	6
Total	Number	1488	104	687	15	2294	-
	Percent	65	4	30	1	-	100
Full-time		975	94	36	15	1120	49
Part-time		513	10	651	-	1174	51

(New Jersey)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		1521	5	967	50	2543	2
Merchandising		2245	18	315	-	2578	2
Health		322	315	1072	8	1717	1
Office		35272	27	1025	73	36397	30
Technical		1124	626	6712	25	8487	8
Industrial		8657	174	14730	123	23684	20
Others	Home Ec.	31159	-	12918	360	44437	37
Total	Number	80300	1165	37739	639	119843	-
	Percent	69	2	28	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		1	-	1	49	49
Merchandising		2	-	2	63	32
Health		2	-	2	54	27
Office		2	-	2	931	466
Technical		2	-	2	235	118
Industrial		1	-	1	829	829
Others	Work Study	3	-	3	133	44
Total	Number	13	-	13	2294	176
	Percent	100	-	100	-	-

(New Jersey)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	109	Community or Junior Colleges	0
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	31	Universities or Colleges	4
Total Secondary Schools	140	Total Post-Secondary Schools	4
Combination Secondary and Post-Secondary Schools	14	TOTAL	158

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	2,436,000	48	7,645,000	38	71
State Funds	1,406,000	28	5,731,000	30	103
Federal Funds	1,186,000	24	6,191,000	32	141
TOTAL	5,028,000	100	19,567,000	100	96

Expenditures	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	211,000	4	431,000	2	35
Teacher Education Institutions	108,000	2	447,000	2	103
TOTAL for State Agencies	319,000	6	878,000	4	58
Schools:					
Capital Outlay	397,000	8	4,872,000	28	384
Current Expenses	4,312,000	86	13,817,000	68	74
TOTAL	4,709,000	94	18,689,000	96	99
TOTAL—All Agencies	5,028,000	100	19,567,000	100	96

* Data for 1965-66 have not been fully verified and may contain minor errors.
(New Jersey)

NEW MEXICO

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of New Mexico states that "A uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the State shall be established and maintained." (Article XII, Section 1)

The members of the State Board of Education shall be elected. One member shall be elected from each of the present ten judicial districts. The initial board shall determine by lot from its membership three members to serve two years and three members to serve four years. The remaining initial board shall serve six years. Thereafter, as the terms of the initial members expire, their replacements shall be elected from the same districts for terms of six years. (Article XII, Section 6). The Governor shall fill vacancies in the board by appointment of a resident from the district in which the vacancy occurs. The appointed member shall serve until the next general election, at which a member shall be elected to complete the original unexpired term. (Article XII, Section 6)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 73-6-14) and other vocational education acts. (Title 73-6-21) The State Board of Education is designated the State Board for Vocational Education. (Titles 73-6-1, 73-6-15, 73-6-27)

The New Mexico State Plan was adopted on November 5, 1964.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

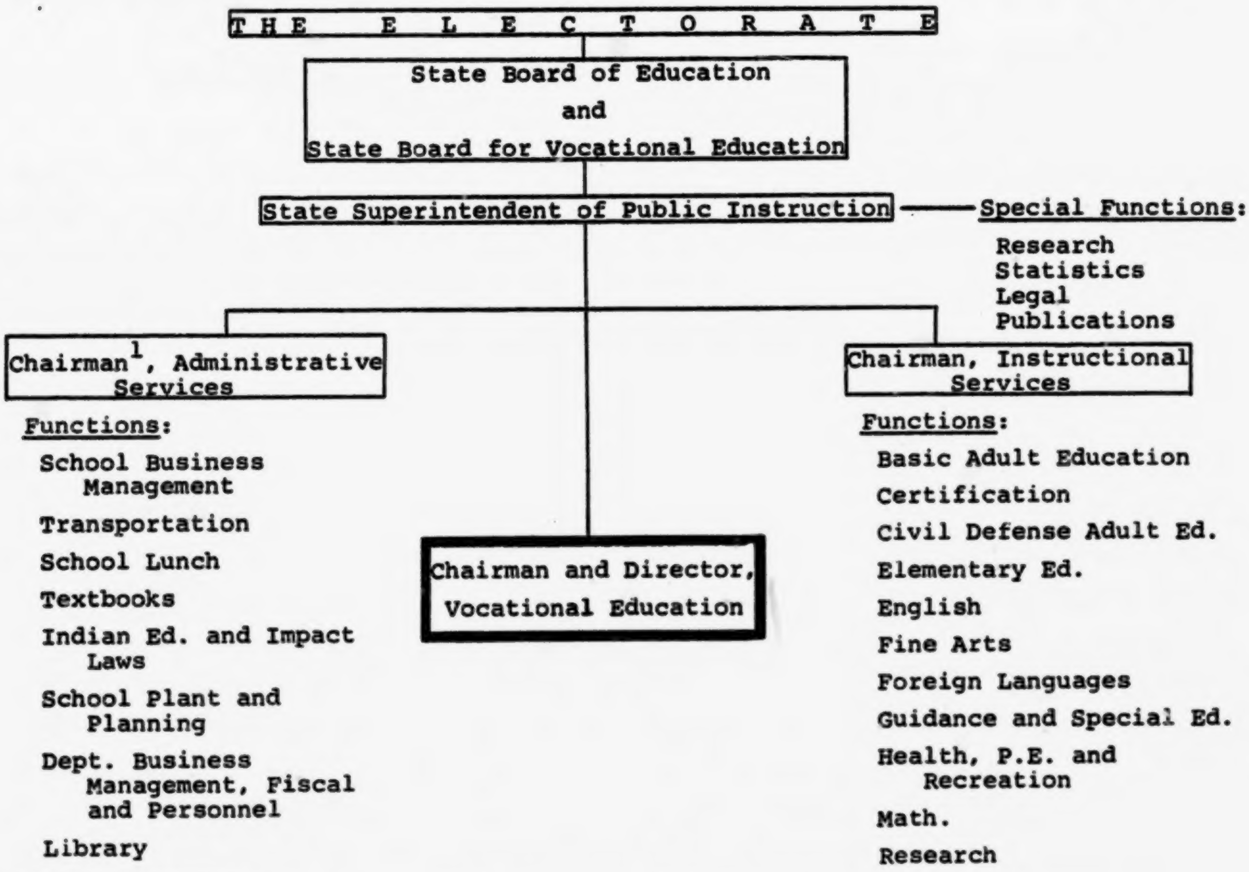
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education. He is appointed by the State Board of Education.

The State Director of Vocational Education

The State Director of Vocational Education is appointed by the State Board of Education to coordinate and provide leadership for the State's vocational education program.

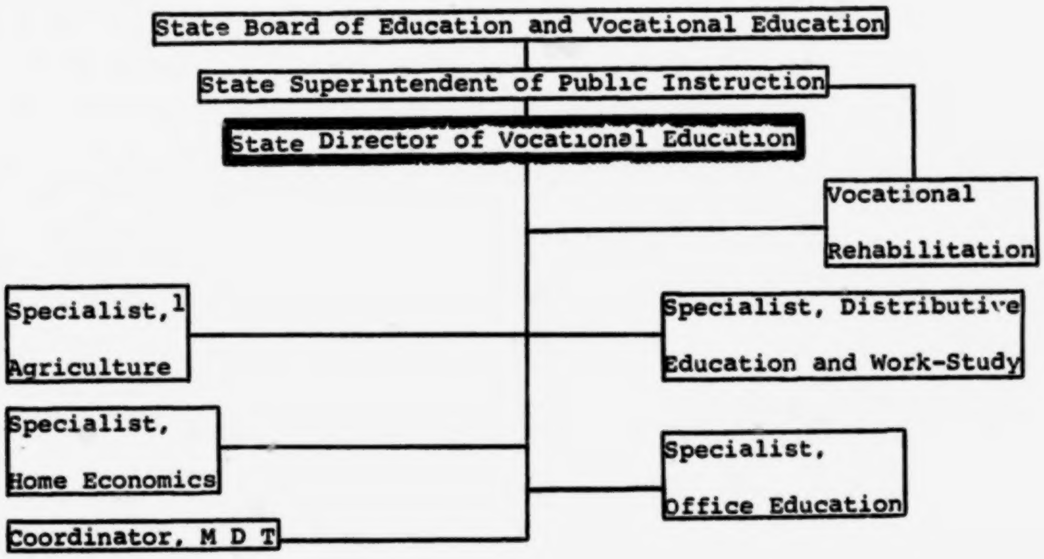
III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
State Board of Education and State Board for Vocational Education
State Superintendent of Public Instruction
Special Functions:
Research
Statistics
Legal
Publications
Chairman[1], Administrative Services
Functions:
School Business Management
Transportation
School Lunch
Textbooks
Indian Ed. and Impact Laws
School Plant and Planning
Dept. Business Management, Fiscal and Personnel
Library
Chairman and Director, Vocational Education
Chairman, Instructional Services
Functions:
Basic Adult Education
Certification
Civil Defense Adult Ed.
Elementary Ed.
English
Fine Arts
Foreign Languages
Guidance and Special Ed.
Health, P.E. and Recreation
Math.
Research

---

[1] The title "Chairman" is equivalent to "Assistant Superintendent" in many states.

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board of Education and Vocational Education
State Superintendent of Public Instruction
State Director of Vocational Education
Vocational Rehabilitation
Specialist,[1] Agriculture
Specialist, Distributive Education and Work-Study
Specialist, Home Economics
Specialist, Office Education
Coordinator, M D T

---

[1] The title "Specialist" is equivalent to "Supervisor" in many states.

(New Mexico)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

Chairman and Director, Vocational Education		1
Specialists		4
Agriculture Education	1	
Distributive Education	1	
Home Economics Education	1	
Office Education	1	
Coordinator, Manpower Development and Training		1
TOTAL		6

---

* Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		59	-	5	-	64	14
Merchandising		19	1	22	-	42	9
Health		1	18	-	1	20	4
Office		106	9	5	-	120	27
Technical		-	26	11	-	37	8
Industrial		38	-	90	6	134	30
Others		34	2	-	-	36	8
Total	Number	257	56	133	7	453	-
	Percent	57	12	29	2	-	100
Full-time		62	25	3	7	97	21
Part-time		195	31	130	-	356	79

(New Mexico)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		2441	-	36	-	2477	22
Merchandising		731	-	457	-	1188	11
Health		-	106	-	16	122	1
Office		3077	209	1187	-	4473	39
Technical		-	339	161	-	500	4
Industrial		991	-	1560	67	2618	23
Others		-	-	-	-	-	-
Total	Number	7240	654	3401	83	11378	-
	Percent	63	6	30	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		2	-	2	64	32
Merchandising		-	1	1	42	42
Health		1	-	1	20	20
Office		1	-	1	120	120
Technical		-	1	1	37	37
Industrial		3	1	4	134	34
Others		-	-	-	36	-
Total	Number	7	3	10	453	45
	Percent	70	30	100	-	-

(New Mexico)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	*234	Community or Junior Colleges	*6
Vocational Secondary Schools	*2	Vocational-Technical Schools	*6
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	*5	Universities or Colleges	*9
Total Secondary Schools	241	Total Post-Secondary Schools	21
Combination Secondary and Post-Secondary Schools	0	Unduplicated Totals Not Given *Duplicated Count TOTAL ▶	262

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	888,000	64	2,183,000	56	49
State Funds	191,000	14	223,000	6	6
Federal Funds	314,000	22	1,497,000	38	126
TOTAL	1,393,000	100	3,903,000	100	60

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	133,000	10	256,000	7	31
Teacher Education Institutions	15,000	1	50,000	1	78
TOTAL for State Agencies	148,000	11	306,000	8	36
Schools:					
Capital Outlay	124,000	9	1,087,000	28	259
Current Expenses	1,121,000	80	2,510,000	64	41
TOTAL	1,245,000	89	3,597,000	92	63
TOTAL—All Agencies	1,393,000	100	3,903,000	100	60

(New Mexico)

NEW YORK

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of New York states that "the Legislature shall provide for the maintenance and support of a system of free common schools." (Article XI, Section 1)

The State created the University of the State of New York (Title 201) and set at its head the Board of Regents. The Board of Regents is elected by both houses of the Legislature and must have three more members than there are judicial districts, thus never having fewer than nine members. (Title 202) The Board of Regents has legislative power over the educational system of the State (Title 207) and elects the State Commissioner of Education. (Title 302)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 290) and designates the Board of Regents as the State Board for Vocational Education.

The New York State Plan for Vocational Education was submitted for approval to the U. S. Office of Education on September 25, 1964.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

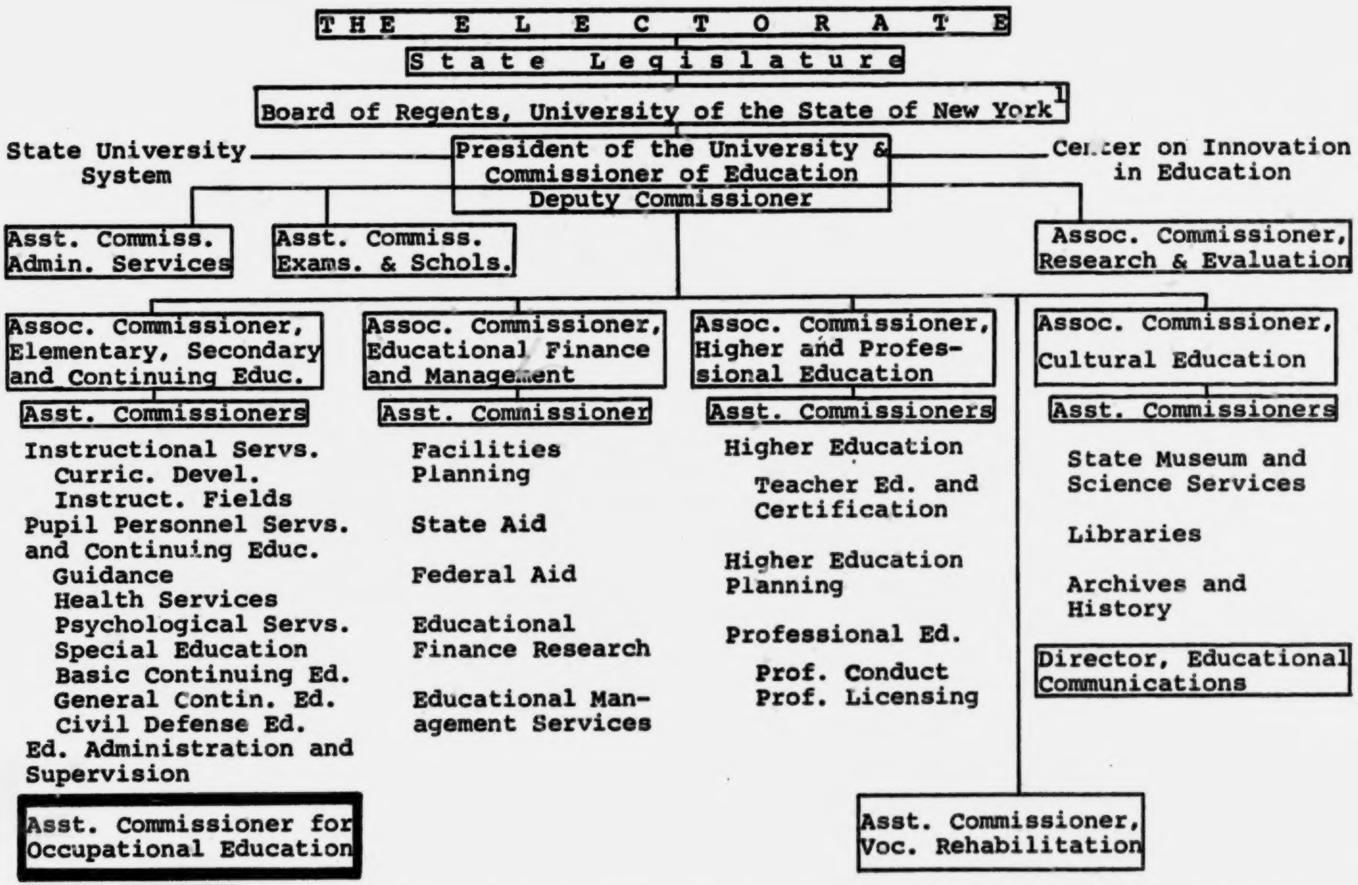
The State Superintendent of Public Instruction

The State Commissioner of Education is the executive officer of the Board of Regents of the University of the State of New York. He is appointed by the State Board of Regents.

The State Director of Vocational Education

The State Director of Vocational Education in New York carries the title of Assistant Commissioner for Occupational Education. He is appointed by the Commissioner of Education, subject to approval by the Board of Regents.

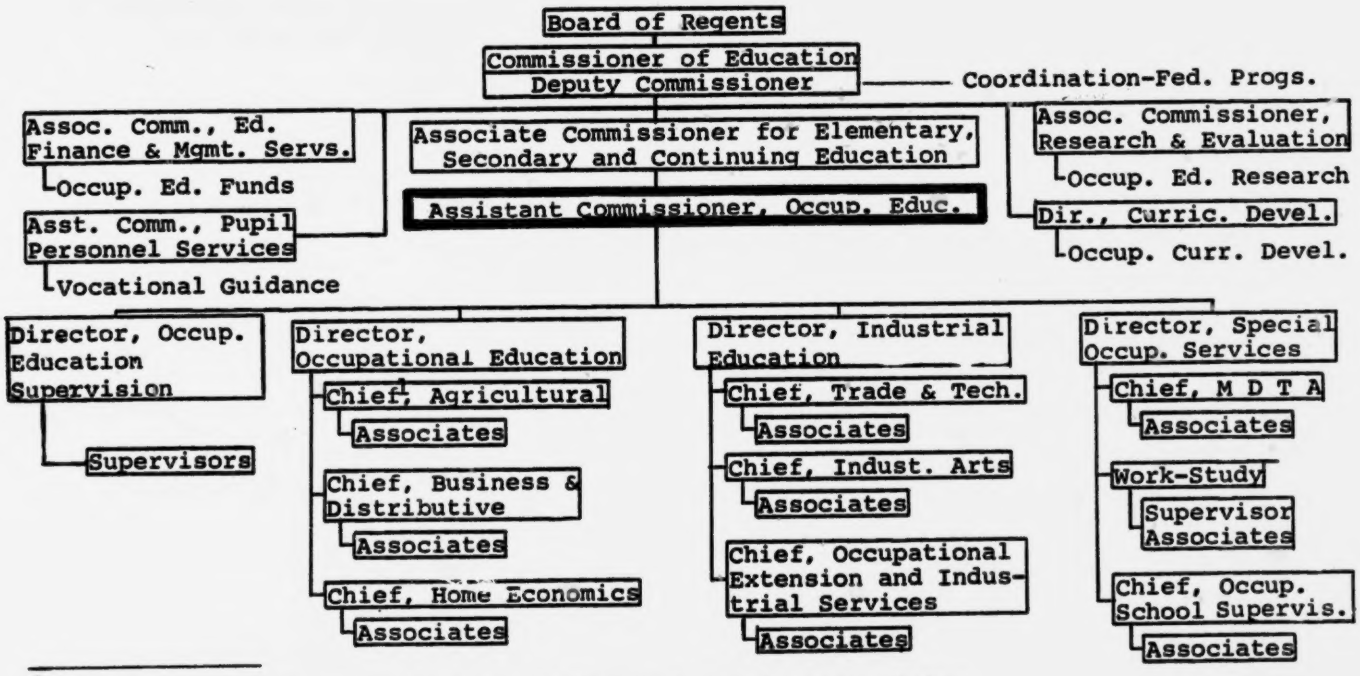
III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
State Legislature
Board of Regents, University of the State of New York[1]
State University System
President of the University & Commissioner of Education
Deputy Commissioner
Center on Innovation in Education
Asst. Commiss. Admin. Services
Asst. Commiss. Exams. & Schols.
Assoc. Commissioner, Research & Evaluation
Assoc. Commissioner, Elementary, Secondary and Continuing Educ.
Asst. Commissioners
Instructional Servs.
Curric. Devel.
Instruct. Fields
Pupil Personnel Servs. and Continuing Educ.
Guidance
Health Services
Psychological Servs.
Special Education
Basic Continuing Ed.
General Contin. Ed.
Civil Defense Ed.
Ed. Administration and Supervision
Asst. Commissioner for Occupational Education
Assoc. Commissioner, Educational Finance and Management
Asst. Commissioner
Facilities Planning
State Aid
Federal Aid
Educational Finance Research
Educational Management Services
Assoc. Commissioner, Higher and Professional Education
Asst. Commissioners
Higher Education
Teacher Ed. and Certification
Higher Education Planning
Professional Ed.
Prof. Conduct
Prof. Licensing
Assoc. Commissioner, Cultural Education
Asst. Commissioners
State Museum and Science Services
Libraries
Archives and History
Director, Educational Communications
Asst. Commissioner, Voc. Rehabilitation

---

[1] Corresponds to Board of Education in most states. Members are elected by Legislature.

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


Board of Regents
Commissioner of Education
Deputy Commissioner
Coordination-Fed. Progs.
Assoc. Comm., Ed. Finance & Mgmt. Servs.
Occup. Ed. Funds
Asst. Comm., Pupil Personnel Services
Vocational Guidance
Associate Commissioner for Elementary, Secondary and Continuing Education
Assistant Commissioner, Occup. Educ.
Assoc. Commissioner, Research & Evaluation
Occup. Ed. Research
Dir., Curric. Devel.
Occup. Curr. Devel.
Director, Occup. Education Supervision
Supervisors
Director, Occupational Education
Chief[1], Agricultural
Associates
Chief, Business & Distributive
Associates
Chief, Home Economics
Associates
Director, Industrial Education
Chief, Trade & Tech.
Associates
Chief, Indust. Arts
Associates
Chief, Occupational Extension and Industrial Services
Associates
Director, Special Occup. Services
Chief, M D T A
Associates
Work-Study
Supervisor Associates
Chief, Occup. School Supervis.
Associates

---

[1] The title "Chief" is equivalent to "Supervisor" in many states.

(New York)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

Assistant Commissioner, Director, Vocational Education		1
Directors		4
Occupational Education Supervision	1	
Occupational Education	1	
Industrial Education	1	
Special Occupational Education	1	
Chiefs		8
Agriculture	1	
Business and Distributive	1	
Home Economics	1	
Trade and Technical	1	
Industrial Arts	1	
Occupational Extension and Industrial Services	1	
MDTA	1	
Occupational School Supervision	1	
Supervisors		8
Occupational Education	6	
Business and Distributive Education	1	
MDTA	1	
Associates		47
Agriculture Education	4	
Business and Distributive Education	8	
Home Economics	5	
Industrial Arts	5	
Manpower Development	9	
Occupational Extension and Industrial Services	5	
Occupational School Supervision	5	
Trade and Technical Education	6	
TOTAL		68

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		255	83	56	1	395	4
Merchandising		276	90	174	-	540	5
Health		134	229	7	-	370	3
Office		2493	383	1532	-	4408	41
Technical		119	488	107	-	714	6
Industrial		3139	-	1281	-	4420	41
Others		-	-	-	-	-	-
Total	Number	6416	1273	3157	1	10847	-
	Percent	59	11	29	1	-	100
Full-time		6103	1273	7	1	7384	68
Part-time		313	-	3150	-	3463	32

(New York)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		8692	1845	2447	-	12984	3
Merchandising		12673	1625	3246	-	17544	4
Health		5164	4526	585	-	10275	2
Office		189807	10676	62429	-	262912	63
Technical		7390	10179	3487	-	21056	5
Industrial		41203	288	51117	-	92608	21
Others		251	-	57	-	308	1
Total	Number	265180	29139	123368	-	417687	-
	Percent	63	7	30	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		9	4	13	395	30
Merchandising		3	-	3	540	180
Health		1	3	4	370	93
Office		5	-	5	4408	882
Technical		3	13	16	714	45
Industrial		25	49	74	4420	60
Others Work Study Home Ec.		2	-	2	-	-
Total	Number	48	69	117	10847	93
	Percent	41	59	100	-	-

(New York)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	795	Community or Junior Colleges	51
Vocational Secondary Schools	40	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	28	Universities or Colleges	12
Total Secondary Schools	863	Total Post-Secondary Schools	63
Combination Secondary and Post-Secondary Schools	0	TOTAL	926

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	11,698,000	49	28,784,000	39	49
State Funds	8,241,000	35	27,687,000	37	75
Federal Funds	3,723,000	16	18,085,000	24	129
TOTAL	23,662,000	100	74,556,000	100	72

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	642,000	3	4,977,000	7	225
Teacher Education Institutions	287,000	1	352,000	-	8
TOTAL for State Agencies	929,000	4	5,329,000	7	158
Schools:					
Capital Outlay	835,000	3	11,717,000	16	468
Current Expenses	21,898,000	93	57,510,000	77	54
TOTAL	22,733,000	96	69,227,000	93	68
TOTAL—All Agencies	23,662,000	100	74,556,000	100	72

(New York)

NORTH CAROLINA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of North Carolina states that "Schools and the means of education shall forever be encouraged." (Article IX, Section 1)

The State Board of Education consists of the Lieutenant Governor, the State Treasurer, the State Superintendent of Public Instruction, as secretary to the Board (Title 115. 2) and ten members appointed by the Governor and approved by both houses of the Legislature. The Board shall have "general supervision and administration" of the public schools. (Article IX, Section 8) This Board also has the general power to accept Federal aid. (Title 115.11 (8))

"The State of North Carolina hereby accepts all the provisions and benefits of acts passed by the Congress of the United States providing Federal funds for states for vocational and technical education programs..." (Title 115.229) and designates the State Board of Education as the State Board for Vocational Education with the State Superintendent of Public Instruction as its executive officer. (Titles 115.230 and 115.231)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

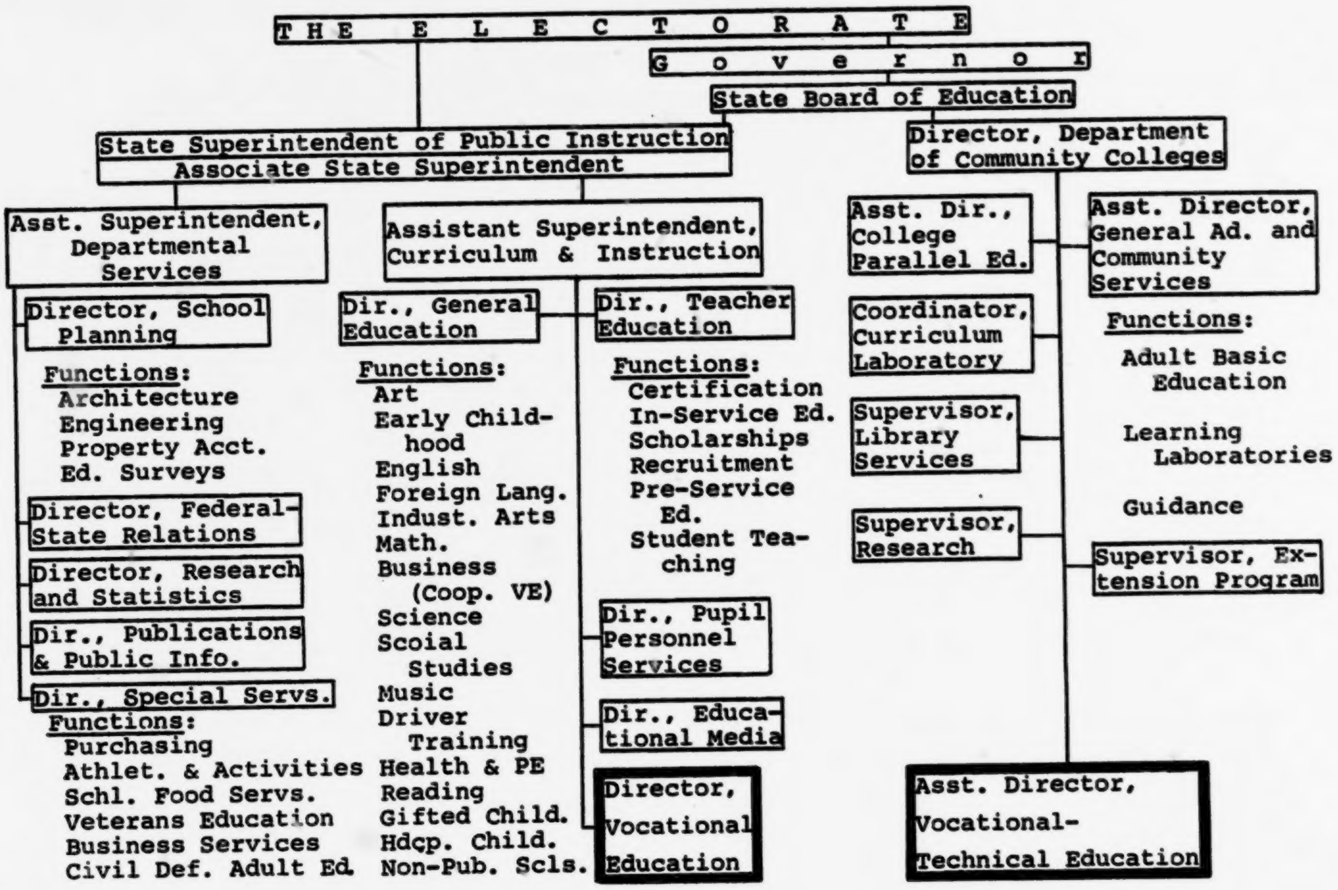
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education and the State Board for Vocational Education. He is elected for a four-year term by the people of the State.

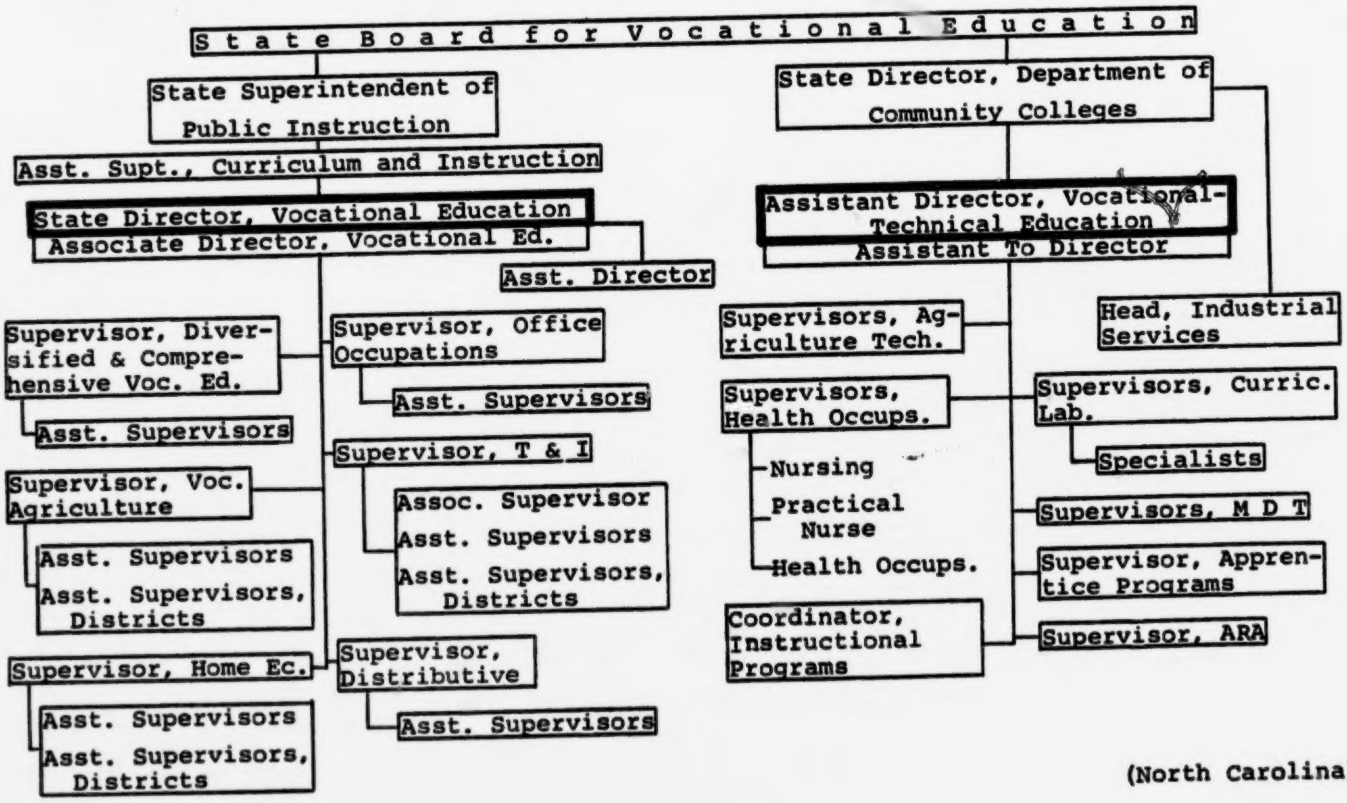
The State Director of Vocational Education

The State Director of Vocational Education is selected by the State Superintendent of Public Instruction with the advice and consent of the State Board of Education.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Superintendent of Public Instruction
Associate State Superintendent
Director, Department of Community Colleges
Asst. Superintendent, Departmental Services
Assistant Superintendent, Curriculum & Instruction
Asst. Dir., College Parallel Ed.
Asst. Director, General Ad. and Community Services
Director, School Planning
Functions:
Architecture
Engineering
Property Acct.
Ed. Surveys
Dir., General Education
Functions:
Art
Early Childhood
English
Foreign Lang.
Indust. Arts
Math.
Business (Coop. VE)
Science
Scoial Studies
Music
Driver Training
Health & PE
Reading
Gifted Child.
Hdcp. Child.
Non-Pub. Scls.
Dir., Teacher Education
Functions:
Certification
In-Service Ed.
Scholarships
Recruitment
Pre-Service Ed.
Student Teaching
Coordinator, Curriculum Laboratory
Functions:
Adult Basic Education
Learning Laboratories
Guidance
Supervisor, Library Services
Supervisor, Research
Supervisor, Extension Program
Director, Federal-State Relations
Director, Research and Statistics
Dir., Publications & Public Info.
Dir., Special Servs.
Functions:
Purchasing
Athlet. & Activities
Schl. Food Servs.
Veterans Education
Business Services
Civil Def. Adult Ed.
Dir., Pupil Personnel Services
Dir., Educational Media
Director, Vocational Education
Asst. Director, Vocational-Technical Education

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Instruction
State Director, Department of Community Colleges
Asst. Supt., Curriculum and Instruction
State Director, Vocational Education
Associate Director, Vocational Ed.
Asst. Director
Assistant Director, Vocational-Technical Education
Assistant To Director
Supervisor, Diversified & Comprehensive Voc. Ed.
Asst. Supervisors
Supervisor, Office Occupations
Asst. Supervisors
Supervisors, Agriculture Tech.
Head, Industrial Services
Supervisors, Health Occups.
Nursing
Practical Nurse
Health Occups.
Supervisors, Curric. Lab.
Specialists
Supervisor, T & I
Assoc. Supervisor
Asst. Supervisors
Asst. Supervisors, Districts
Supervisor, Voc. Agriculture
Asst. Supervisors
Asst. Supervisors, Districts
Supervisors, M D T
Supervisor, Apprentice Programs
Coordinator, Instructional Programs
Supervisor, ARA
Supervisor, Home Ec.
Asst. Supervisors
Asst. Supervisors, Districts
Supervisor, Distributive
Asst. Supervisors

(North Carolina)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

State Director, Vocational Ed.		1
Associate Director		1
Assistant State Director		1
Supervisors		6
Diversified and Comprehensive Education	1	
Agriculture Education	1	
Home Economics Education	1	
Trade and Industrial Ed.	1	
Distributive Education	1	
Office Occupations	1	
Associate Supervisor, Trade and Industrial Education		1
Assistant Supervisors		21
Diversified and Comprehensive Education	2	
Agriculture Education	4	
Home Economics Education	4	
Trade and Industrial Ed.	6	
Distributive Education	4	
Office Occupations	1	
Assistant Supervisors, Districts		10
Agriculture Education	4	
Home Economics Education	5	
Trade and Industrial Ed.	1	
Assistant Director, Vocational-Technical Education		1
Assistant to the Director		1
Supervisors		10
Agricultural Technical Education	2	
Health Occupations	3	
Curriculum Laboratory	1	
MDT	2	
Apprentice Programs	1	
Area Redevelopment Administration	1	
Specialists, Curriculum Lab.		4
Coordinator, Instructional Program		1
Head, Industrial Services		1
TOTAL		59

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		616	21	263	-	900	19
Merchandising		173	7	28	4	212	5
Health		-	95	87	-	182	4
Office		6	73	131	-	210	4
Technical		-	237	117	-	354	8
Industrial		471	247	1631	5	2354	50
Others		98	56	323	-	477	10
Total	Number	1364	736	2580	9	4689	-
	Percent	29	15	55	1	-	100
Full-time		1190	534	13	5	1742	37
Part-time		174	202	2567	4	2947	63

(North Carolina)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		42473	286	22783	-	65542	46
Merchandising		7249	18	892	55	8214	5
Health		-	946	1439	-	2385	1
Office		378	1958	6537	-	8873	6
Technical		-	2261	2033	-	4294	3
Industrial		17215	1785	37361	116	56477	39
Others		578	-	-	-	578	f
Total	Number	67893	7254	71045	171	146363	-
	Percent	44	4	51	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		12	1	13	900	67
Merchandising		5	-	5	212	42
Health		4	-	4	182	46
Office		3	1	4	210	53
Technical		3	-	3	354	118
Industrial		14	-	14	2354	168
Unspecified Others Work Study		-	-	-	477	-
Total	Number	41	2	43	4689	79
	Percent	95	5	100	-	-

(North Carolina)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	692	Community or Junior Colleges	12
Vocational Secondary Schools	0	Vocational-Technical Schools	31
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	0
Total Secondary Schools	692	Total Post-Secondary Schools	43
Combination Secondary and Post-Secondary Schools	0	TOTAL	735

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	3,607,000	27	7,611,000	24	37
State Funds	7,534,000	56	14,335,000	47	30
Federal Funds	2,237,000	17	9,160,000	29	103
TOTAL	13,378,000	100	31,106,000	100	44

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	426,000	3	718,000	2	23
Teacher Education Institutions	389,000	3	362,000	1	-2
TOTAL for State Agencies	815,000	6	1,080,000	3	11
Schools:					
Capital Outlay	687,000	5	6,919,000	22	332
Current Expenses	11,876.000	89	23,107,000	75	32
TOTAL	12,563,000	94	30,026,000	97	46
TOTAL—All Agencies	13,378,000	100	31,106,000	100	44

(North Carolina)

NORTH DAKOTA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of North Dakota states that the "Legislative Assembly shall make provision for the establishment and maintenance of a system of public schools." (Article VIII, Section 147)

The State Board of Education shall consist of seven members appointed for staggered six-year terms. Members shall be the Superintendent of Public Instruction, and one qualified elector from each judicial district within the State, to be appointed by the Governor with the consent of the Senate. Nominations shall be made from a list of candidates selected by a committee consisting of the president of the North Dakota state's attorneys association, the president of the North Dakota school administrators association, and the president of the North Dakota school boards' association. (Title 15-21-17)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 15-20-01) and designates the State Board of Education as the State Board for Vocational Education (Title 15-20-03) which shall appoint a state director for vocational education. (Title 15-20-03)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

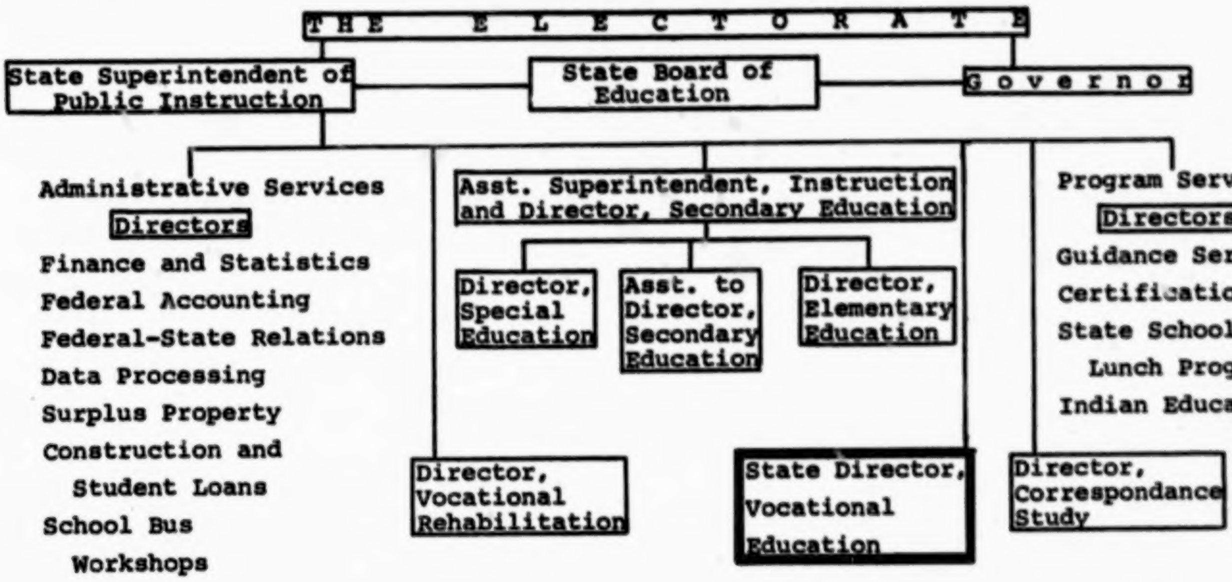
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education. He is elected on a nonpartisan basis for a four-year term by the people of the State.

The State Director of Vocational Education

The State Board for Vocational Education, acting through the office of the Superintendent of Public Instruction shall appoint a State Director and assistants to carry out the intent of State law. (Title 15-20-03)

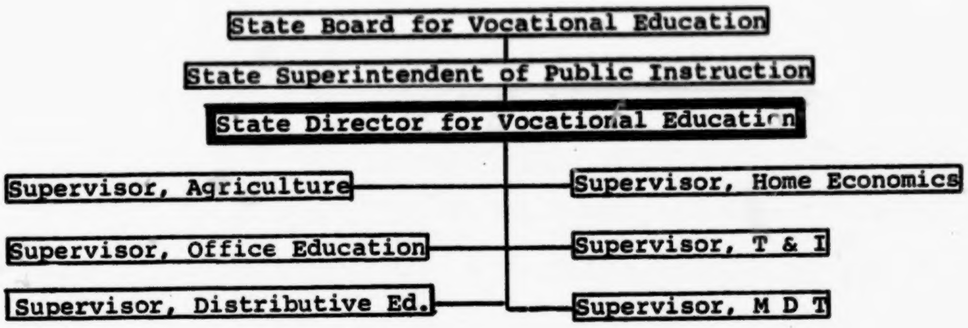
III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
State Superintendent of Public Instruction
State Board of Education
Governor
Administrative Services
Directors
Finance and Statistics
Federal Accounting
Federal-State Relations
Data Processing
Surplus Property
Construction and Student Loans
School Bus
Workshops
Asst. Superintendent, Instruction and Director, Secondary Education
Director, Special Education
Asst. to Director, Secondary Education
Director, Elementary Education
Program Services
Directors
Guidance Services
Certification
State School Lunch Program
Indian Education
Director, Vocational Rehabilitation
State Director, Vocational Education
Director, Correspondance Study

---

[1] The State Board of Education (Vocational Education) is composed of the Superintendent of Public Instruction and one elector from each judicial district, appointed by the Governor.

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Instruction
State Director for Vocational Education
Supervisor, Agriculture
Supervisor, Home Economics
Supervisor, Office Education
Supervisor, T & I
Supervisor, Distributive Ed.
Supervisor, M D T

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

State Director of Vocational Education		1
State Supervisors		7
Agriculture Education	1	
Distributive Education	1	
Home Economics Education	1	
Office Education	1	
Trade and Industrial Education	1	
MDT	1	
Guidance	1	
TOTAL		8

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		71	-	34	-	105	25
Merchandising		6	-	11	-	17	4
Health		-	36	-	-	36	9
Office		101	14	1	-	106	26
Technical		-	40	-	-	40	10
Industrial		53	50	-	4	107	26
Others		-	-	-	-	-	-
Total	Number	231	130	46	4	411	-
	Percent	56	32	11	1	-	100
Full-time							
Part-time							

(North Dakota)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		3084	-	1372	-	4456	45
Merchandising		283	30	-	-	313	3
Health		-	389	-	-	389	4
Office		595	685	486	-	1766	18
Technical		-	601	-	-	601	6
Industrial		70	802	1446	33	2351	24
Others		-	-	-	-	-	-
Total	Number	4032	2507	3304	33	9876	-
	Percent	41	25	34	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		4	2	6	105	18
Merchandising		-	1	1	17	17
Health		-	1	1	36	36
Office		-	1	1	106	106
Technical		-	-	-	40	40
Industrial		3	2	5	107	21
Others		-	-	-	-	-
Total	Number	7	7	14	371	27
	Percent	50	50	100	-	-

(North Dakota)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	130	Community or Junior Colleges	5
Vocational Secondary Schools	0	Vocational-Technical Schools	1
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	5
Total Secondary Schools	130	Total Post-Secondary Schools	11
Combination Secondary and Post-Secondary Schools	0	TOTAL	141

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	796,000	33	1,245,000	26	19
State Funds	1,149,000	48	2,294,000	48	33
Federal Funds	453,000	19	1,251,000	26	59
TOTAL	2,398,000	100	4,790,000	100	33

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	51,000	2	116,000	2	42
Teacher Education Institutions	76,000	3	236,000	5	70
TOTAL for State Agencies	127,000	5	352,000	7	59
Schools:					
Capital Outlay	-	-	769,000	16	∞
Current Expenses	2,271,000	95	3,669,000	77	21
TOTAL	2,271,000	95	4,438,000	93	32
TOTAL—All Agencies	2,398,000	100	4,790,000	100	33

(North Dakota)

OHIO

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Ohio states that "provision shall be made by law for the organization, administration and control of the public school system of the State supported by public funds..." (Article VI, Section 3)

The State also decreed that there shall be a State Board of Education (Article VI, Section 4) which shall have 23 members, elected from special districts within the State, and having general supervisory power over education. (Titles 3301.0117 and 3301.07) No professional educator may serve on the Board. (Title 3301.031)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 3303.02) and designates the State Board of Education as the State Board for Vocational Education. (Title 3303.04)

The Ohio State Plan for the Administration of Vocational Education was approved by the State Board for Vocational Education on November 9, 1964.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

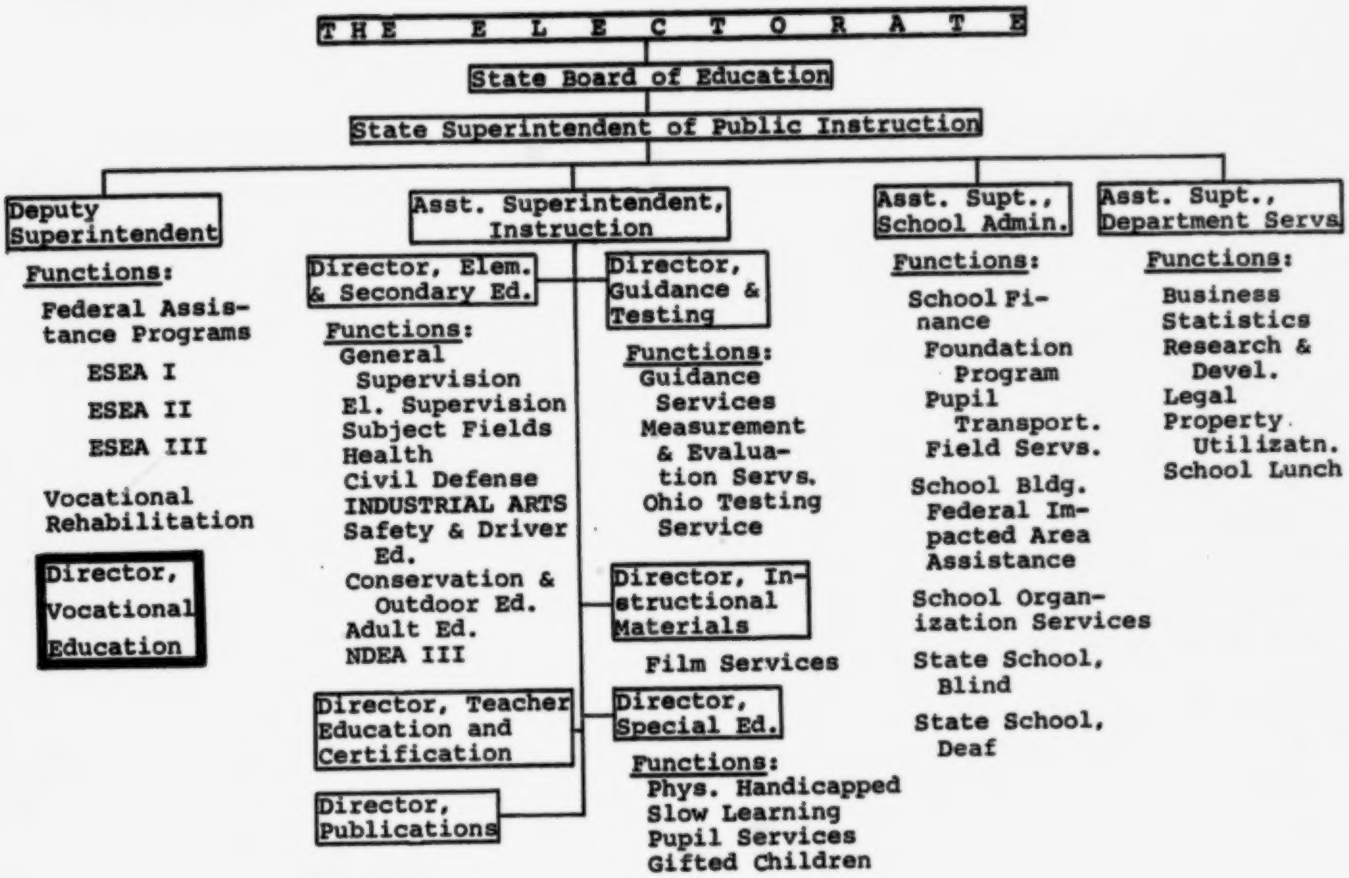
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education. He is appointed by and serves at the pleasure of the State Board of Education.

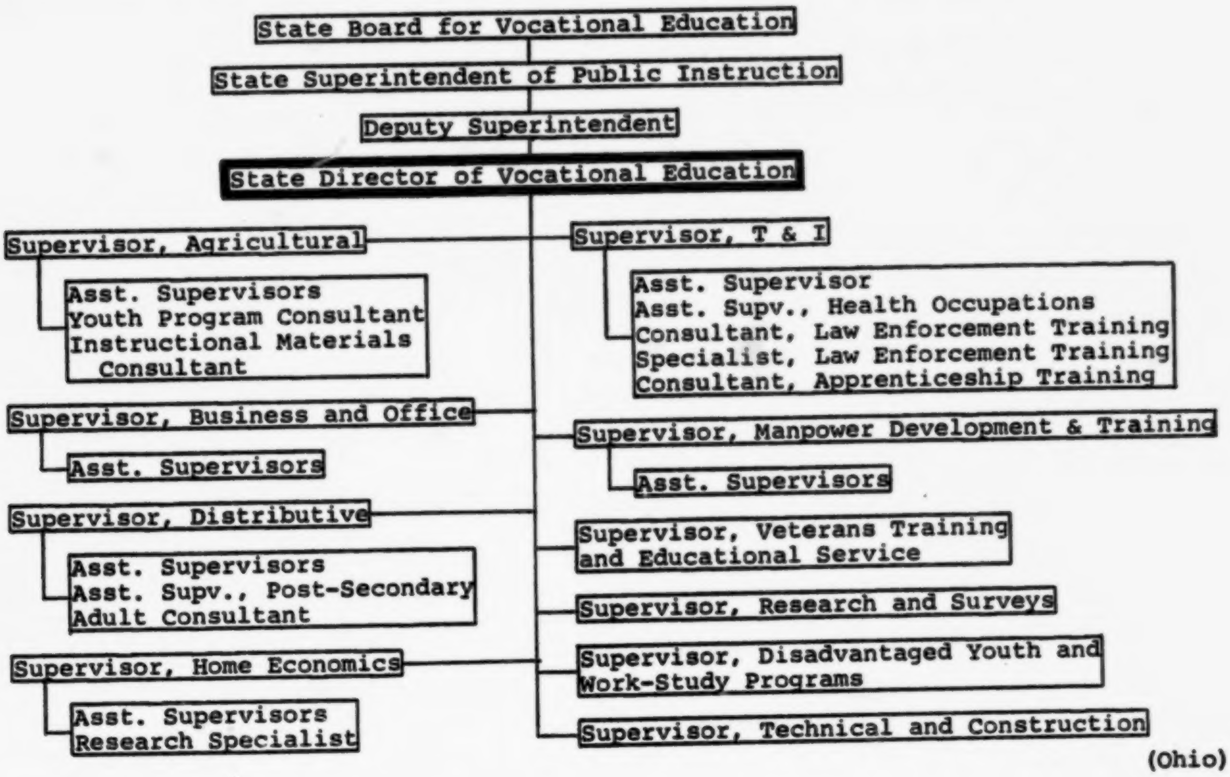
The State Director of Vocational Education

The State Director of Vocational Education is responsible for administering the vocational education programs organized in cooperation with public and private education agencies organized under State Board of Education control or contract. He is appointed by the State Board upon recommendation by the Superintendent of Public Instruction.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
State Board of Education
State Superintendent of Public Instruction
Deputy Superintendent
Functions:
Federal Assistance Programs
ESEA I
ESEA II
ESEA III
Vocational Rehabilitation
Director, Vocational Education
Asst. Superintendent, Instruction
Director, Elem. & Secondary Ed.
Functions:
General Supervision
El. Supervision
Subject Fields
Health
Civil Defense
INDUSTRIAL ARTS
Safety & Driver Ed.
Conservation & Outdoor Ed.
Adult Ed.
NDEA III
Director, Teacher Education and Certification
Director, Publications
Director, Guidance & Testing
Functions:
Guidance Services
Measurement & Evaluation Servs.
Ohio Testing Service
Director, Instructional Materials
Film Services
Director, Special Ed.
Functions:
Phys. Handicapped
Slow Learning
Pupil Services
Gifted Children
Asst. Supt., School Admin.
Functions:
School Finance
Foundation Program
Pupil Transport.
Field Servs.
School Bldg.
Federal Impacted Area Assistance
School Organization Services
State School, Blind
State School, Deaf
Asst. Supt., Department Servs.
Functions:
Business
Statistics
Research & Devel.
Legal
Property Utilizatn.
School Lunch

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Instruction
Deputy Superintendent
State Director of Vocational Education
Supervisor, Agricultural
Asst. Supervisors
Youth Program Consultant
Instructional Materials Consultant
Supervisor, Business and Office
Asst. Supervisors
Supervisor, Distributive
Asst. Supervisors
Asst. Supv., Post-Secondary
Adult Consultant
Supervisor, Home Economics
Asst. Supervisors
Research Specialist
Supervisor, T & I
Asst. Supervisor
Asst. Supv., Health Occupations
Consultant, Law Enforcement Training
Specialist, Law Enforcement Training
Consultant, Apprenticeship Training
Supervisor, Manpower Development & Training
Asst. Supervisors
Supervisor, Veterans Training and Educational Service
Supervisor, Research and Surveys
Supervisor, Disadvantaged Youth and Work-Study Programs
Supervisor, Technical and Construction

(Ohio)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

State Director of Vocational Education		1
Supervisors		10
Agriculture Education	1	
Business and Office	1	
Distributive	1	
Home Economics	1	
Technical and Construction	1	
Trade and Industry	1	
Manpower and Development Training	1	
Veterans Training and Education Services	1	
Research	1	
Disadvantaged Youth and Work-Study Programs	1	
Assistant Supervisors		28
Agriculture Education	6	
Business and Office	2	
Distributive	5	
Home Economics	6	
Trade and Industrial	6	
Manpower Development	3	
Consultants		13
Agriculture Education	3	
Distributive	2	
Trade and Industrial	8	
Specialists		3
Home Economics Research	1	
Trade and Industrial	2	
TOTAL		55

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		(375)†	-	(10)	-	385	11
Merchandising		(149)	-	(157)	-	306	9
Health		-	(203)	(29)	-	232	7
Office		(249)	-	(104)	-	353	10
Technical		(16)	(236)	(45)	-	297	9
Industrial		(421)	-	(1406)	(44)	1871	54
Others		-	-	-	-	-	-
Total	Number	(1210)	(439)	(1751)	(44)	3444	-
	Percent	35	13	51	1	-	100
Full-time							
Part-time							

†Figures in parentheses are estimates only.

(Ohio)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		13311	888	10772	-	24171	20
Merchandising		3489	201	4830	20	8540	7
Health		550	2325	697	-	3572	3
Office		5003	67	11316	-	16386	13
Technical		469	1027	1996	-	3492	3
Industrial		9322	-	55785	921	66028	54
Others							
Total	Number	32144	3708	85396	941	122189	-
	Percent	26	3	70	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		10	1	11	385	35
Merchandising		9	-	9	306	33
Health		1	-	1	232	232
Office		3	1	4	353	88
Technical		1	-	1	297	297
Industrial		22	-	22	1871	85
Others		-	-	-	-	-
Total	Number	46	2	48	3438	72
	Percent	96	4	100	-	-

(Ohio)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	629	Community or Junior Colleges	1
Vocational Secondary Schools	0	Vocational-Technical Schools	17
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	15	Universities or Colleges	0
Total Secondary Schools	644	Total Post-Secondary Schools	18
Combination Secondary and Post-Secondary Schools	13	TOTAL	675

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	3,603,000	34	12,175,000	37	79
State Funds	4,797,000	45	9,947,000	30	38
Federal Funds	2,305,000	21	11,002,000	33	128
TOTAL	10,705,000	100	33,124,000	100	70

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	408,000	4	567,000	2	13
Teacher Education Institutions	399,000	4	727,000	2	27
TOTAL for State Agencies	807,000	8	1,294,000	4	20
Schools:					
Capital Outlay	424,000	4	15,171,000	46	1,166
Current Expenses	9,474,000	88	16,659,000	50	25
TOTAL	9,898,000	92	31,830,000	96	74
TOTAL—All Agencies	10,705,000	100	33,124,000	100	70

(Ohio)

OKLAHOMA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Oklahoma states that "the Legislature shall establish and maintain a system of free public schools." (Article XIII, Section 1)

The State Board of Education consists of the State Superintendent of Education and six members appointed by the Governor for staggered terms of six years each. (Title 2A-1) The Board shall have general supervision of education. (Article VI, Section 1)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 14B-2) and designates the State Board of Education as the State Board for Vocational Education.

The Oklahoma State Plan was approved by the State Board for Vocational Education in September 1964, and was subsequently amended and approved on October 5, 1965.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

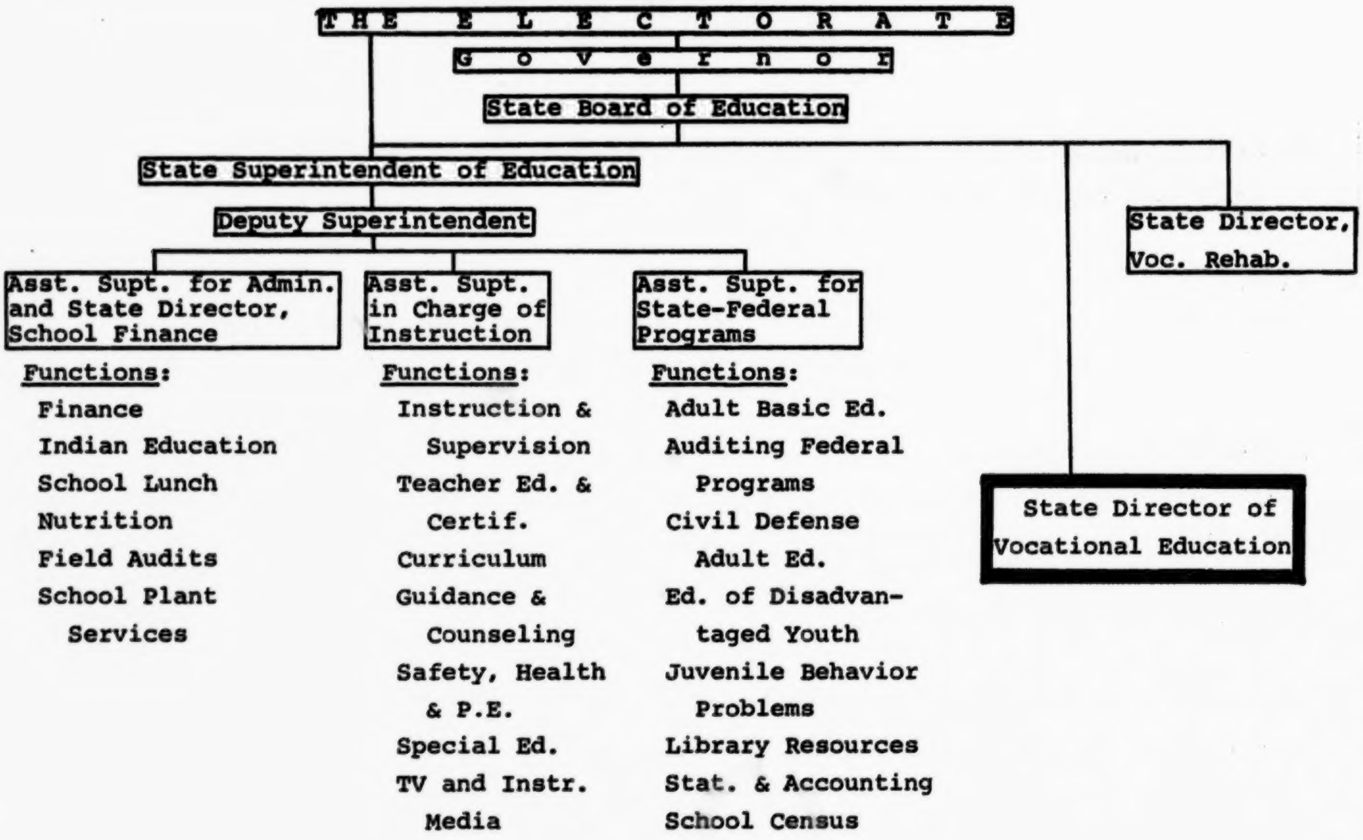
The State Superintendent of Public Instruction

The State Superintendent of Education is the president and executive officer of the State Board of Education. He is elected on a partisan basis by the people of the State for a four-year term. He can succeed himself.

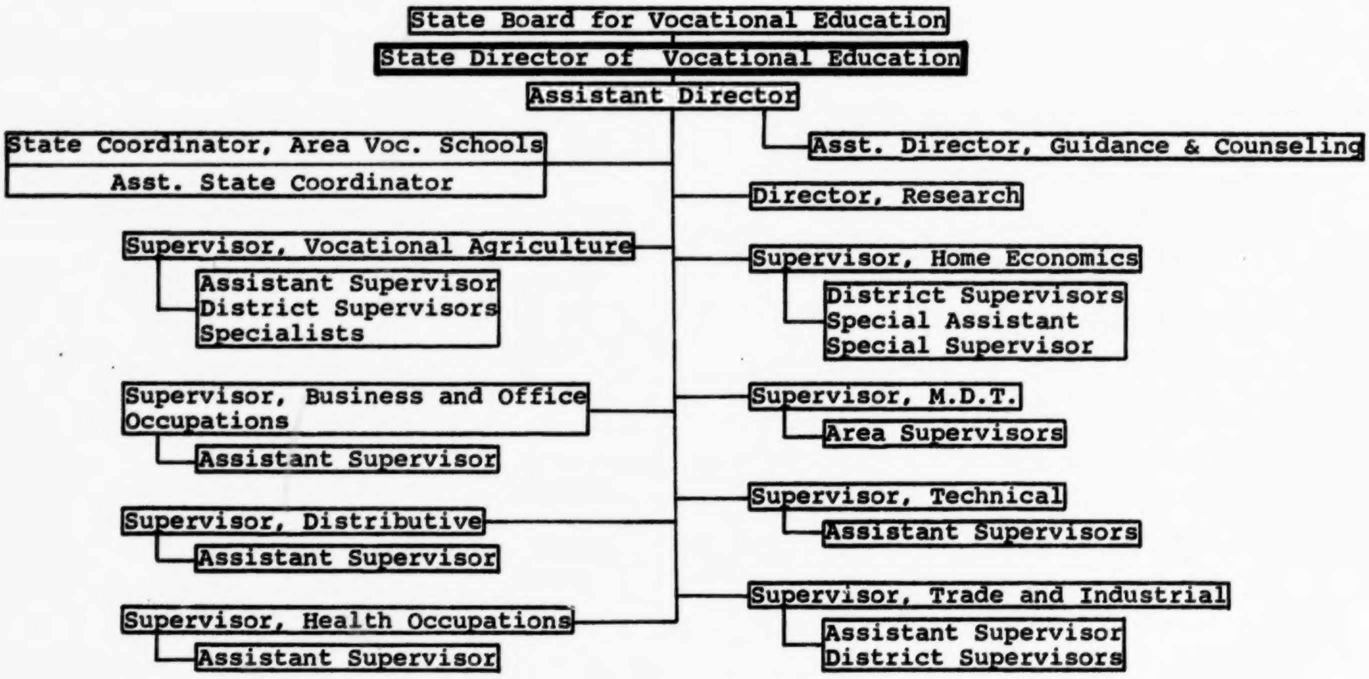
The State Director of Vocational Education

The State Director of Vocational Education is appointed by the State Board for Vocational Education for the general administration and general improvement of vocational education programs and for the implementation of the State policies and procedures approved by the State Board.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Superintendent of Education
Deputy Superintendent
Asst. Supt. for Admin. and State Director, School Finance
Functions:
Finance
Indian Education
School Lunch
Nutrition
Field Audits
School Plant Services
Asst. Supt. in Charge of Instruction
Functions:
Instruction & Supervision
Teacher Ed. & Certif.
Curriculum
Guidance & Counseling
Safety, Health & P.E.
Special Ed.
TV and Instr. Media
Asst. Supt. for State-Federal Programs
Functions:
Adult Basic Ed.
Auditing Federal Programs
Civil Defense Adult Ed.
Ed. of Disadvantaged Youth
Juvenile Behavior Problems
Library Resources
Stat. & Accounting
School Census
State Director, Voc. Rehab.
State Director of Vocational Education

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Director of Vocational Education
Assistant Director
State Coordinator, Area Voc. Schools
Asst. State Coordinator
Asst. Director, Guidance & Counseling
Director, Research
Supervisor, Vocational Agriculture
Assistant Supervisor
District Supervisors
Specialists
Supervisor, Home Economics
District Supervisors
Special Assistant
Special Supervisor
Supervisor, Business and Office Occupations
Assistant Supervisor
Supervisor, M.D.T.
Area Supervisors
Supervisor, Technical
Assistant Supervisors
Supervisor, Distributive
Assistant Supervisor
Supervisor, Trade and Industrial
Assistant Supervisor
District Supervisors
Supervisor, Health Occupations
Assistant Supervisor

(Oklahoma)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

Director of Vocational Education		1
Assistant State Director		1
State Supervisors		8
Agriculture Education	1	
Business and Office Occupations	1	
Distributive Education	1	
Health Occupations	1	
Home Economics Education	1	
MDT	1	
Technical Education	1	
Trade and Industrial Education	1	
Director, Research		1
Assistant Director, Guidance and Counseling		1
State Coordinator, Area Vocational Schools		1
Assistant State Coordinator, Area Vocational-Technical Schools		1

Assistant State Supervisors		8
Agriculture Education	1	
Business and Office Occupations	1	
Distributive Education	1	
Health Occupations	1	
Home Economics Education	1	
Technical Education	2	
Trade and Industry	1	
District Supervisors		11
Agriculture Education	5	
Home Economics Education	4	
Trade and Industrial Ed.	2	
Area Supervisors, MDT		1
Specialists, Vocational Agriculture		2
Special Assistant, Home Economics		1
Special Supervisor, Home Economics		1
TOTAL		38

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		392	-	(392)*	-	397	40
Merchandising		39	-	1	-	40	4
Health		3	-	69	-	72	7
Office		30	-	31	-	61	6
Technical		17	108	9	-	134	14
Industrial		251	-	7	1	259	27
Others	Work Study	20	-	-	-	20	2
Total	Number	752	108	117	1	978	-
	Percent	77	11	12	f	-	100
Full-time		676	79	38	-	793	81
Part-time		76	29	79	1	185	19

(Oklahoma)
*same teacher as secondary

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		17868	-	6487	-	24355	55
Merchandising		1421	-	13	-	4134	3
Health		72	-	1298	-	1370	3
Office		763	-	589	-	1352	3
Technical		1210	2074	902	-	4186	10
Industrial		7025	-	2102	-	9127	21
Others	Home Ec.	628	-	1748	-	2376	5
Total	Number	28987	2074	13139	-	44200	-
	Percent	66	4	30	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		9	-	9	392	44
Merchandising		2	-	2	40	20
Health		2	-	2	72	36
Office		2	-	2	61	31
Technical		4	12	16	134	8
Industrial		4	8	12	259	22
Others	Work Study Home Ec.	1	-	1	20	-
Total	Number	24	20	44	978	22
	Percent	55	45	100	-	-

(Oklahoma)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	441	Community or Junior Colleges	9
Vocational Secondary Schools	1	Vocational-Technical Schools	3
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	1	Universities or Colleges	2
Total Secondary Schools	443	Total Post-Secondary Schools	14
Combination Secondary and Post-Secondary Schools	3	TOTAL	460

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	5,511,000	75	8,223,000	63	16
State Funds	874,000	12	1,100,000	9	8
Federal Funds	960,000	13	3,733,000	28	97
TOTAL	7,345,000	100	13,056,000	100	26

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	330,000	4	664,000	5	34
Teacher Education Institutions	117,000	2	197,000	1	23
TOTAL for State Agencies	447,000	6	861,000	6	31
Schools:					
Capital Outlay	221,000	3	3,117,000	24	435
Current Expenses	6,677,000	91	9,078,000	70	12
TOTAL	6,898,000	94	12,195,000	94	25
TOTAL—All Agencies	7,345,000	100	13,156,000	100	26

(Oklahoma)

OREGON

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Oregon (Article VII, Section 3) states that "The Legislative Assembly shall provide by law for the establishment of a uniform and general system of common schools."

A State Board of Education consisting of "seven members, appointed by the Governor" (Title 30, 326.021) with the consent of the Senate for seven-year, staggered terms, is empowered to establish "policy for the administration and operation of the public schools." A "Department of Education shall function under the direction and control of the State Board of Education." (Title 30, 326.111)

The State Board may "apply for Federal funds and...enter into any contracts or agreements in behalf of the State for the receipt of such funds...for vocational education purposes, for adult education..." (Title 30, 326.051)

The Oregon State Plan was initially approved by the State Board of Education on August 6, 1964, and amended on January 20, 1965.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

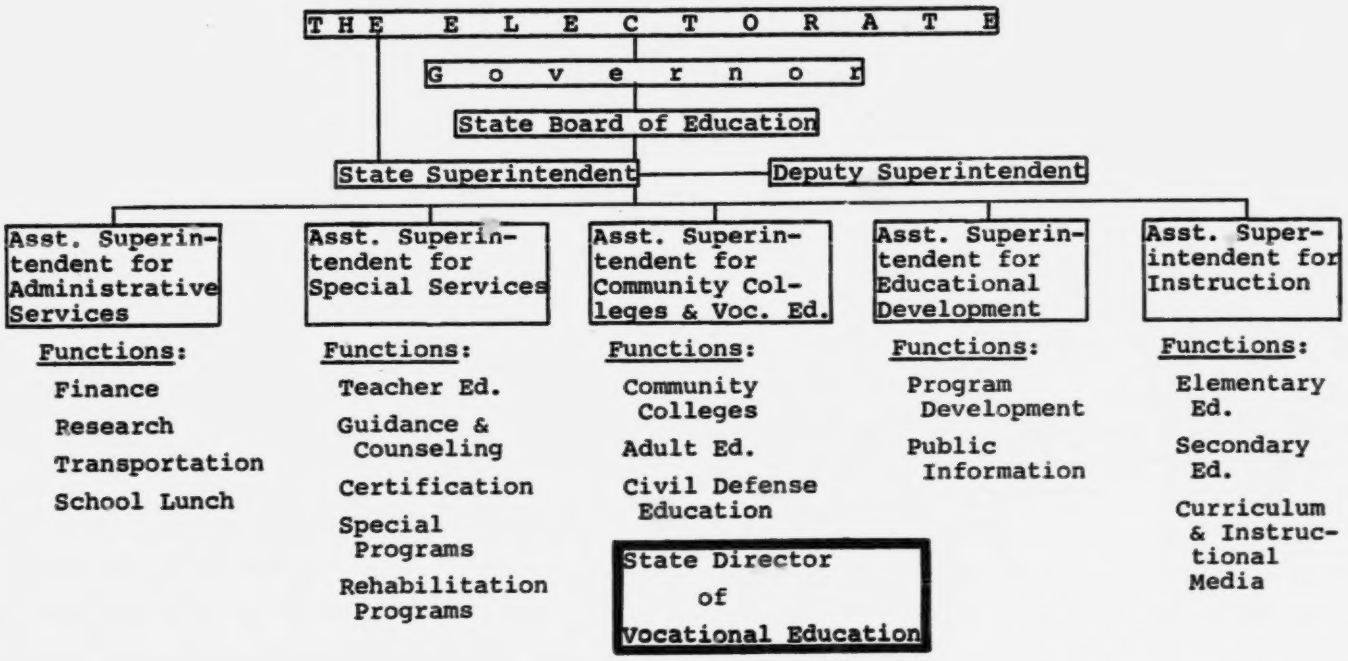
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education which is designated the State Board for Vocational Education. He is elected to office on a nonpartisan basis and can succeed himself.

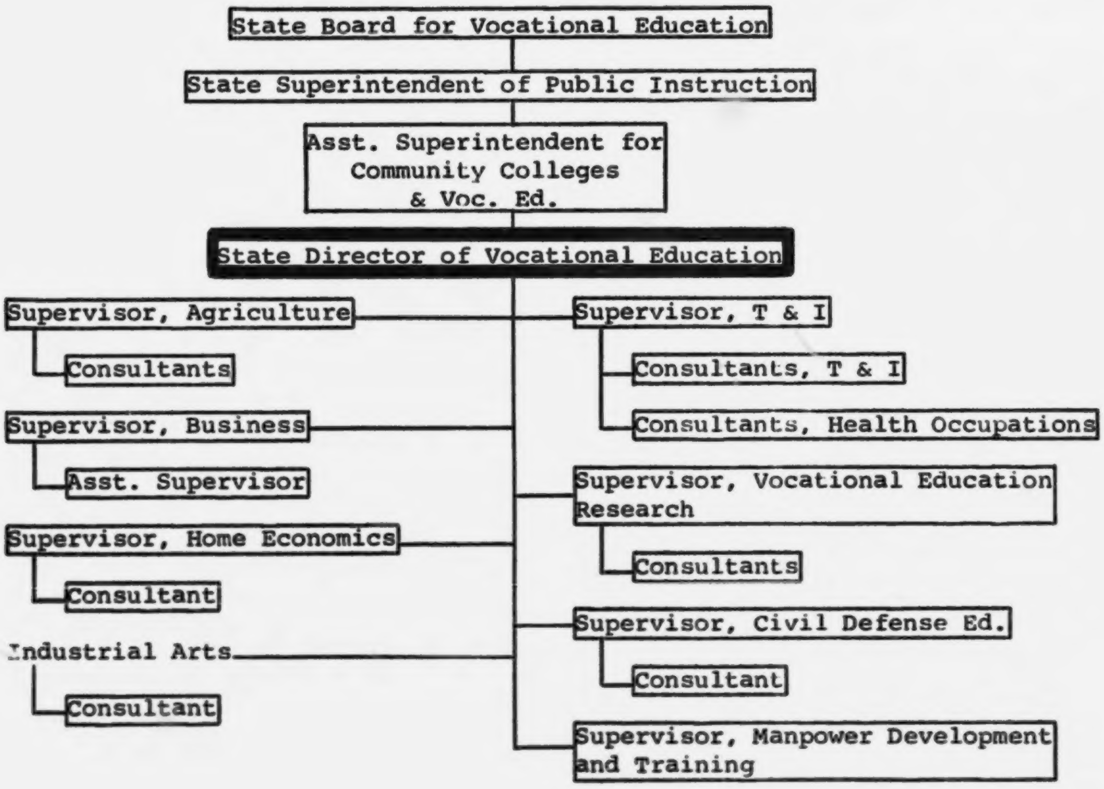
The State Director of Vocational Education

The State Director of Vocational Education is responsible to the State Superintendent of Public Instruction through the Assistant Superintendent of the Division of Community Colleges and Vocational Education. He is appointed by the Superintendent of Public Instruction subject to rules and regulations of the Civil Service Commission and with the approval of the State Board of Education.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Superintendent
Deputy Superintendent
Asst. Superintendent for Administrative Services
Functions:
Finance
Research
Transportation
School Lunch
Asst. Superintendent for Special Services
Functions:
Teacher Ed.
Guidance & Counseling
Certification
Special Programs
Rehabilitation Programs
Asst. Superintendent for Community Colleges & Voc. Ed.
Functions:
Community Colleges
Adult Ed.
Civil Defense Education
State Director of Vocational Education
Asst. Superintendent for Educational Development
Functions:
Program Development
Public Information
Asst. Superintendent for Instruction
Functions:
Elementary Ed.
Secondary Ed.
Curriculum & Instructional Media

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Instruction
Asst. Superintendent for Community Colleges & Voc. Ed.
State Director of Vocational Education
Supervisor, Agriculture
Consultants
Supervisor, Business
Asst. Supervisor
Supervisor, Home Economics
Consultant
Industrial Arts
Consultant
Supervisor, T & I
Consultants, T & I
Consultants, Health Occupations
Supervisor, Vocational Education Research
Consultants
Supervisor, Civil Defense Ed.
Consultant
Supervisor, Manpower Development and Training

(Oregon)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

1965–66

Director, Vocational Education		1
Supervisors		7
Vocational Educational Research	1	
Trade and Industrial	1	
Agriculture	1	
Business	1	
Home Economics	1	
Manpower Development	1	
Civil Defense	1	
Assistant Supervisor		1
Consultants		9
Vocational Curriculum Development	1	
Vocational Program Development	1	
Trade and Development Education	2	
Health Occupations	1	
Industrial Arts	1	
Agriculture	1	
Home Economics	1	
Civil Defense	1	
TOTAL		18

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		116	18	42	-	176	13
Merchandising		35	3	14	-	52	4
Health		2	33	9	1	45	3
Office		111	125	61	-	297	23
Technical		-	106	5	-	111	9
Industrial		24	213	387	-	624	48
Others		-	-	-	-	-	-
Total	Number	288	498	518	1	1305	-
	Percent	22	38	39	1	-	100
Full-time		159	144	1	-	304	23
Part-time		129	354	517	1	1001	77

(Oregon)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		6289	72	1062	-	7423	21
Merchandising		1404	75	416	-	1895	5
Health		41	436	293	18	788	2
Office		8467	1472	1436	-	11375	33
Technical		-	1225	86	-	1311	4
Industrial		1130	1337	9163	-	11630	34
Others		171	-	57	63	291	1
Total	Number	17502	4617	12513	81	34713	-
	Percent	50	13	36	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		2	-	2	176	88
Merchandising		1	-	1	52	52
Health		1	1	2	45	23
Office		1	-	1	297	297
Technical		-	2	2	111	56
Industrial		1	3	4	624	153
Others		-	-	-	-	-
Total	Number	6	6	12	1305	109
	Percent	50	50	100	-	-

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	152	Community or Junior Colleges	9
Vocational Secondary Schools	0	Vocational-Technical Schools	2
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	0
Total Secondary Schools	152	Total Post-Secondary Schools	11
Combination Secondary and Post-Secondary Schools	1	TOTAL	164

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	971,000	42	2,688,000	36	109
State Funds	787,000	34	2,317,000	31	65
Federal Funds	578,000	24	2,462,000	33	59
TOTAL	2,336,000	100	7,467,000	100	73

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	168,000	7	361,000	5	38
Teacher Education Institutions	82,000	4	113,000	1	13
TOTAL for State Agencies	250,000	11	474,000	6	30
Schools:					
Capital Outlay	67,000	3	1,812,000	24	867
Current Expenses	2,019,000	86	5,181,000	70	52
TOTAL	2,086,000	89	6,993,000	94	78
TOTAL—All Agencies	2,336,000	100	7,467,000	100	73

(Oregon)

PENNSYLVANIA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the Commonwealth of Pennsylvania states that "The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools." (Article X, Section 1)

The State Board of Education consisting of 17 members (Title 71.119) "shall encourage and promote agricultural education, manual training, domestic science and other vocational and practical education as the needs of the Commonwealth may require." (Title 71.357(e)) The State Board members are appointed for staggered four-year terms of office by the Governor with the advice and consent of the Senate. (Title 71.118)

The State Department of Public Instruction has "power to supervise and administer laws" (Title 71.352) and has specific power over vocational education. (Title 71.353)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Sections 2505, 2506, 2501 and 2508 of the Pennsylvania School Code)

The Pennsylvania State Plan for Vocational Education was approved by the State Board for Vocational Education in November 1964, and subsequently amended in January 1965 and October 1965.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

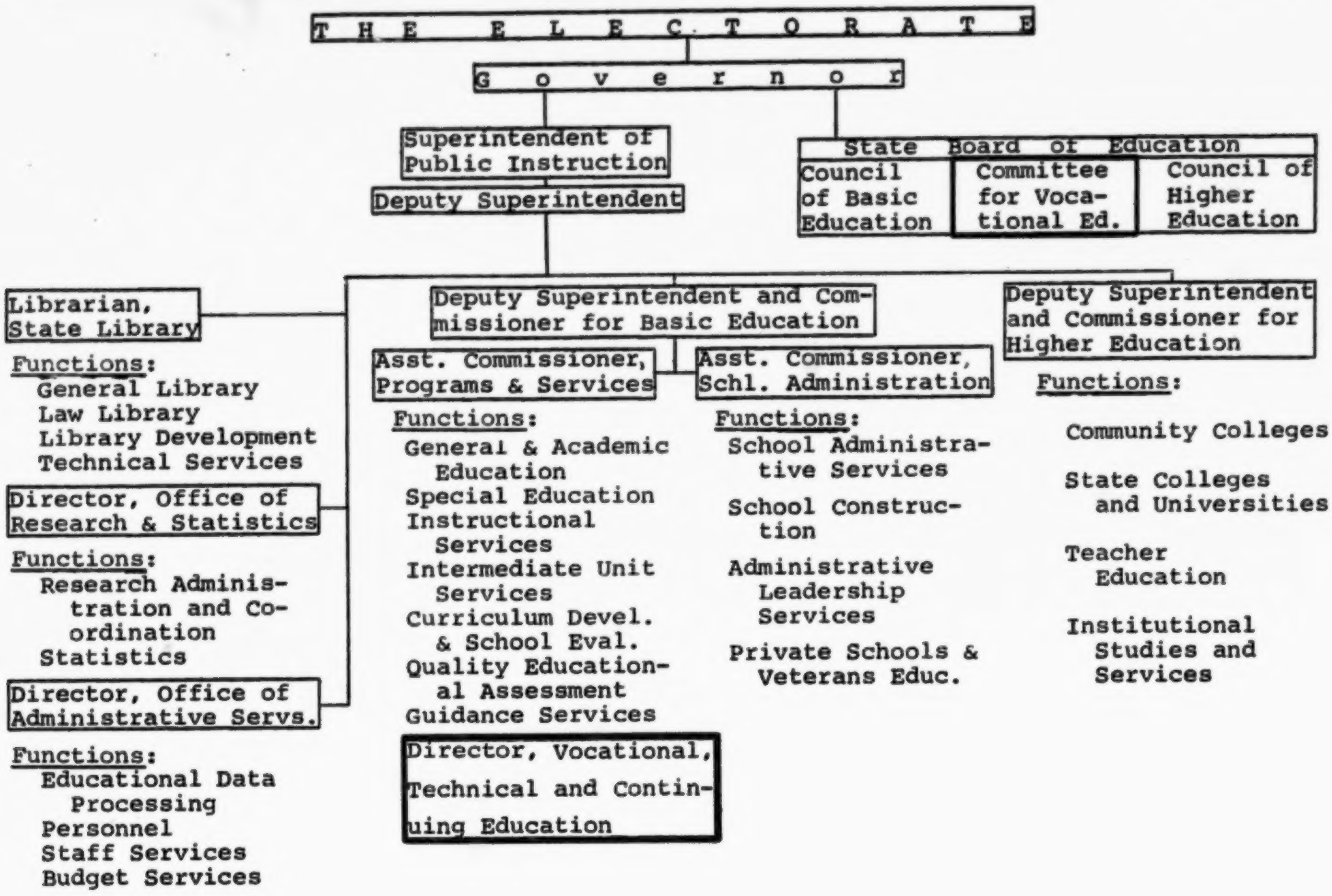
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is appointed to his office by the Governor with the advice and consent of the Senate. He is directly responsible to the Governor.

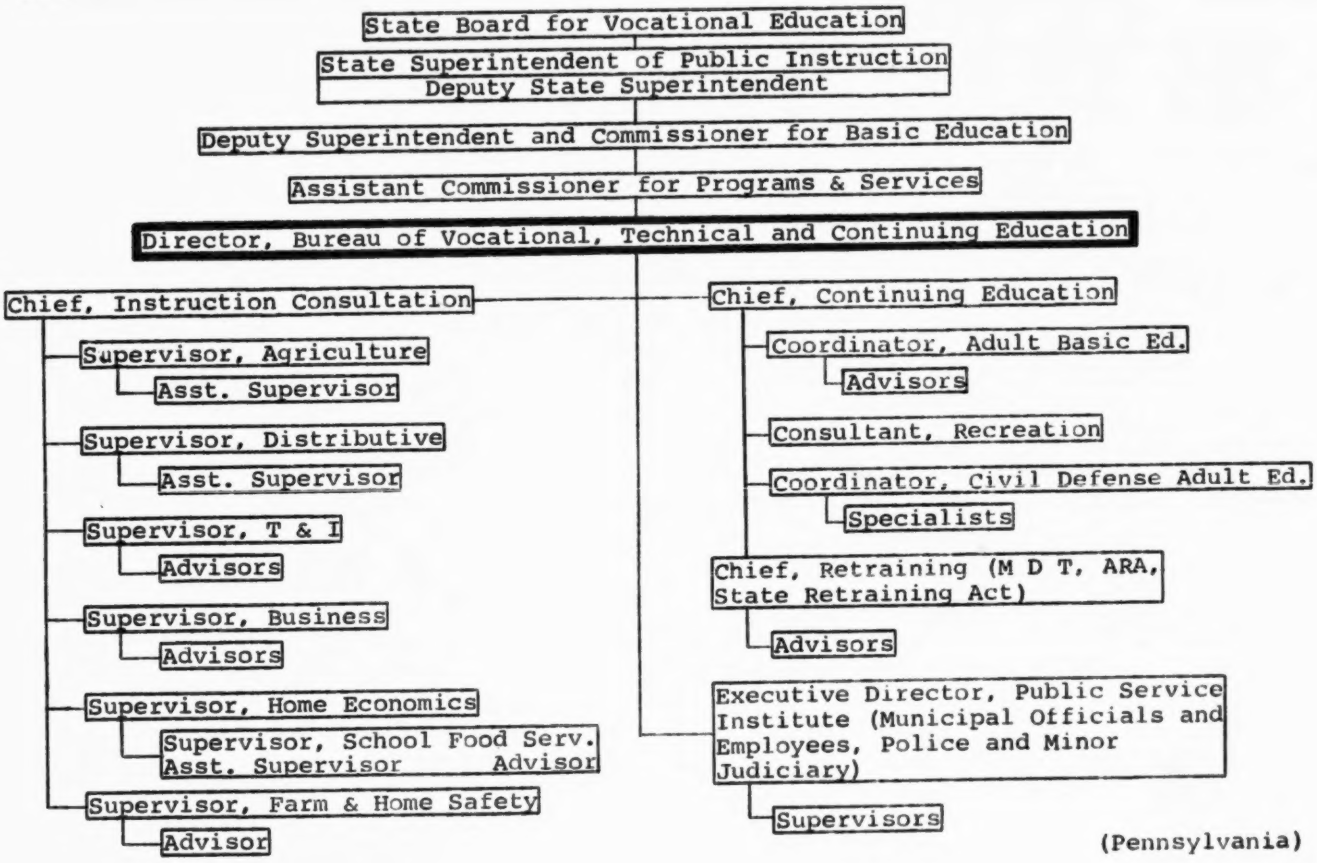
The State Director of Vocational Education

The State Director of Vocational Education is appointed by the State Superintendent of Public Instruction with the approval of the State Board of Education and the Governor's office.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
Superintendent of Public Instruction
Deputy Superintendent
State Board of Education
Council of Basic Education
Committee for Vocational Ed.
Council of Higher Education
Librarian, State Library
Functions:
General Library
Law Library
Library Development
Technical Services
Director, Office of Research & Statistics
Functions:
Research Administration and Coordination
Statistics
Director, Office of Administrative Servs.
Functions:
Educational Data Processing
Personnel
Staff Services
Budget Services
Deputy Superintendent and Commissioner for Basic Education
Asst. Commissioner, Programs & Services
Functions:
General & Academic Education
Special Education
Instructional Services
Intermediate Unit Services
Curriculum Devel. & School Eval.
Quality Educational Assessment
Guidance Services
Director, Vocational, Technical and Continuing Education
Asst. Commissioner, Schl. Administration
Functions:
School Administrative Services
School Construction
Administrative Leadership Services
Private Schools & Veterans Educ.
Deputy Superintendent and Commissioner for Higher Education
Functions:
Community Colleges
State Colleges and Universities
Teacher Education
Institutional Studies and Services

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Instruction
Deputy State Superintendent
Deputy Superintendent and Commissioner for Basic Education
Assistant Commissioner for Programs & Services
Director, Bureau of Vocational, Technical and Continuing Education
Chief, Instruction Consultation
Supervisor, Agriculture
Asst. Supervisor
Supervisor, Distributive
Asst. Supervisor
Supervisor, T & I
Advisors
Supervisor, Business
Advisors
Supervisor, Home Economics
Supervisor, School Food Serv.
Asst. Supervisor Advisor
Supervisor, Farm & Home Safety
Advisor
Chief, Continuing Education
Coordinator, Adult Basic Ed.
Advisors
Consultant, Recreation
Coordinator, Civil Defense Adult Ed.
Specialists
Chief, Retraining (M D T, ARA, State Retraining Act)
Advisors
Executive Director, Public Service Institute (Municipal Officials and Employees, Police and Minor Judiciary)
Supervisors

(Pennsylvania)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

Director		1
Assistant Director		1
Administrative Assistant		1
Chiefs		3
Division of Instruction Consultation	1	
Division of Continuing Education	1	
Division of Public Service Institute	1	
State Supervisors		5
Agriculture Education	1	
Business	1	
Distributive	1	
Home Economics	1	
Technical and Industrial Education	1	
Supervisors		2
School Food Services	1	
Retraining	1	

Assistant State Supervisors		4
Agriculture Education	1	
Business Education	1	
Distributive Education	1	
Home Economics	1	
Coordinators		2
Adult Basic Education	1	
Civil Defense Adult Education	1	
Advisors		77
Distributive Education	1	
Business	1	
Technical and Industrial	6	
School Food Service	27	
Farm and Home Safety	1	
Retraining (MDT, ARA)	9	
Adult Basic Education	3	
Agriculture	19	
Public Service Institute	10	
Specialists, Civil Defense Adult Education		7
Attorney		1
Consultants, Recreation		1
TOTAL		105

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		274	-	147	-	421	8
Merchandising		82	1	50	-	133	3
Health		8	-	148	3	159	3
Office		2622	18	185	-	2825	53
Technical		138	15	186	-	339	6
Industrial		629	26	737	31	4123	26
Others		-	-	-	3	3	1
Total	Number	3753	60	1453	37	5303	-
	Percent	70	1	27	1	-	100
Full-time		3582	22	166	29	3796	72
Part-time		171	38	1287	8	1504	28

(Pennsylvania)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		9272	-	3852	-	13124	8
Merchandising		1815	12	5318	-	7145	5
Health		170	3	3590	137	3900	3
Office		62400	2350	7100	-	71850	46
Technical		4067	322	4000	14	8403	5
Industrial		18970	613	18257	9596	47436	31
Others	Home Ec.	1253	-	2160	-	3413	2
Total	Number	97947	3300	44277	9747	155271	-
	Percent	63	2	29	6	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		22	4	26	421	16
Merchandising		6	0	6	133	22
Health		2	11	13	159	12
Office		2	0	2	2825	1413
Technical		2	11	13	339	26
Industrial		7	15	22	1423	65
Others	Home Ec.	-	-	-	3	-
Total	Number	41	41	82	5303	65
	Percent	50	50	100	-	-

(Pennsylvania)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	675	Community or Junior Colleges	8
Vocational Secondary Schools	0	Vocational-Technical Schools	18
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	17	Universities or Colleges	22
Total Secondary Schools	692	Total Post-Secondary Schools	22
Combination Secondary and Post-Secondary Schools	8	TOTAL	722

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	7,306,000	61	20,641,000	51	122
State Funds	1,863,000	16	7,120,000	18	94
Federal Funds	2,696,000	23	12,568,000	31	61
TOTAL	11,865,000	100	40,329,000	100	80

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	595,000	5	902,000	2	11
Teacher Education Institutions	458,000	4	1,082,000	3	46
TOTAL for State Agencies	1,053,000	9	1,984,000	5	30
Schools:					
Capital Outlay	652,000	5	19,430,000	48	960
Current Expenses	10,160,000	86	18,915,000	47	29
TOTAL	10,812,000	91	38,345,000	95	84
TOTAL—All Agencies	11,865,000	100	40,329,000	100	80

(Pennsylvania)

RHODE ISLAND

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Rhode Island states that "it shall be the duty of the General Assembly to promote schools..." (Article XII, Section 1)

The State Board of Education, consisting of seven members appointed by the Governor (Title 92.15.2), "is responsible for the formation and adoption of state educational policies" (Title 15.1.4 (a)) and must appoint a Commissioner of Education (Title 42.15.5), who is to "carry out the policies and program formulated by the Board." (Title 15.1.5)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 16.8.2) and other acts for vocational education (Title 16.8.3) and designates the State Board of Education as the State Board for Vocational Education.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

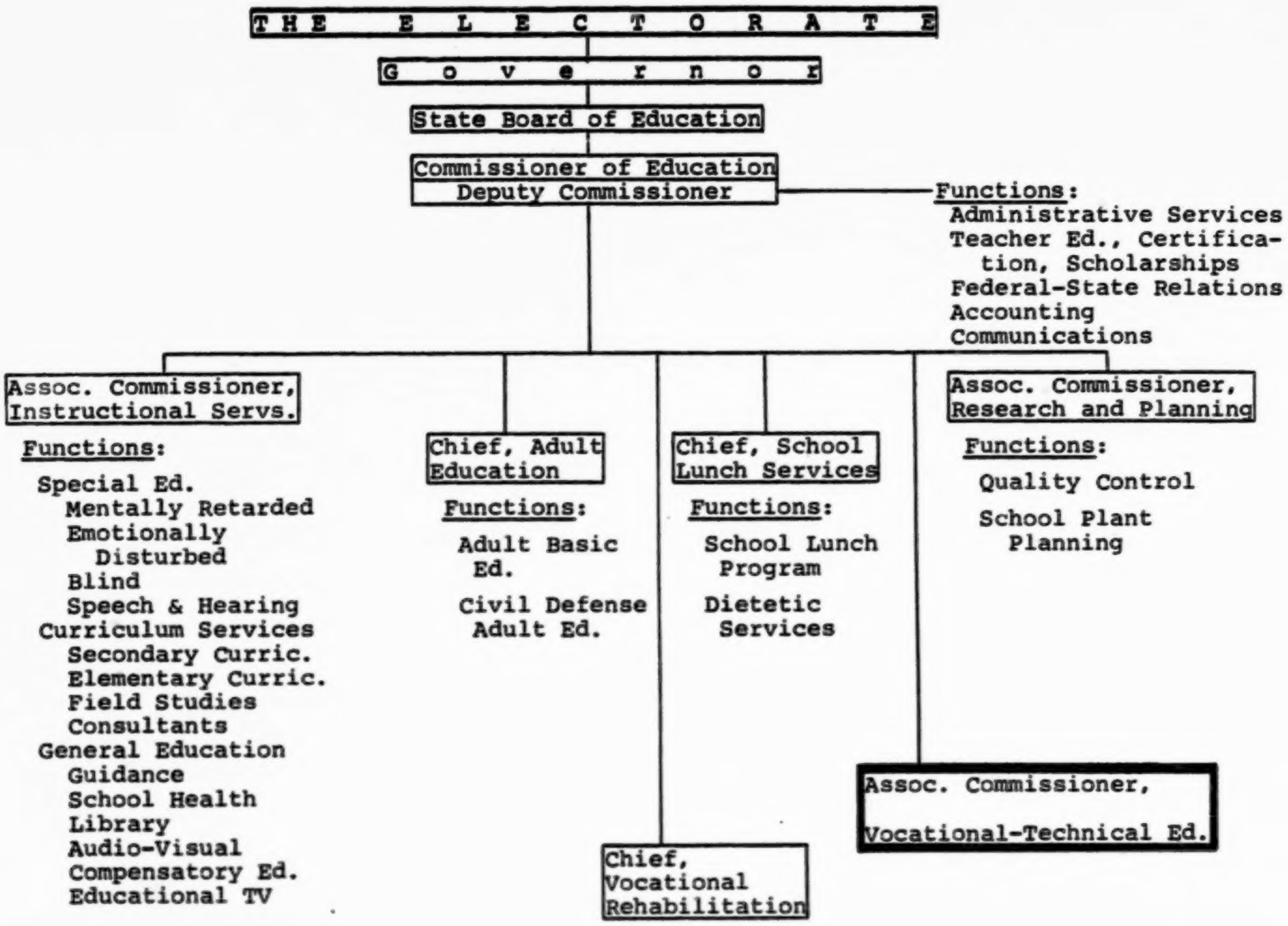
The State Superintendent of Public Instruction

The State Commissioner of Education is the executive officer of the State Board of Education. He is appointed by the State Board of Education.

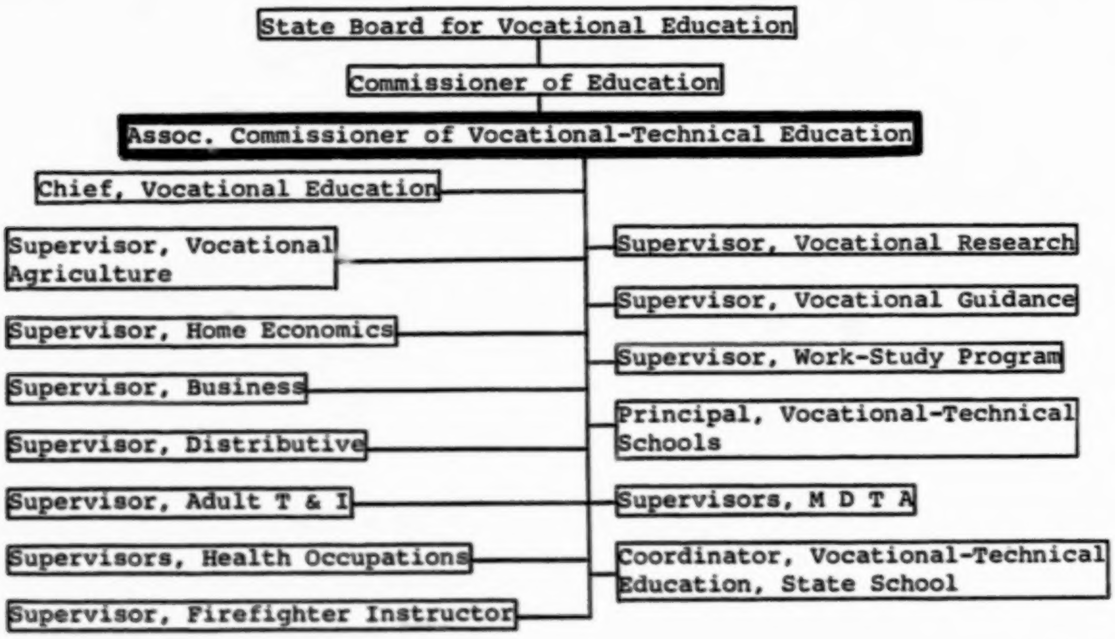
The State Director of Vocational Education

The State Director of Vocational Education in Rhode Island carries the title of Associate Commissioner of Vocational Education. He is appointed by the Commissioner of Education, subject to the provisions of the State merit system act.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
Commissioner of Education
Deputy Commissioner
Functions:
Administrative Services
Teacher Ed., Certification, Scholarships
Federal-State Relations
Accounting
Communications
Assoc. Commissioner, Instructional Servs.
Functions:
Special Ed.
Mentally Retarded
Emotionally Disturbed
Blind
Speech & Hearing
Curriculum Services
Secondary Curric.
Elementary Curric.
Field Studies
Consultants
General Education
Guidance
School Health
Library
Audio-Visual
Compensatory Ed.
Educational TV
Chief, Adult Education
Functions:
Adult Basic Ed.
Civil Defense Adult Ed.
Chief, School Lunch Services
Functions:
School Lunch Program
Dietetic Services
Assoc. Commissioner, Research and Planning
Functions:
Quality Control
School Plant Planning
Assoc. Commissioner, Vocational-Technical Ed.
Chief, Vocational Rehabilitation

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
Commissioner of Education
Assoc. Commissioner of Vocational-Technical Education
Chief, Vocational Education
Supervisor, Vocational Agriculture
Supervisor, Home Economics
Supervisor, Business
Supervisor, Distributive
Supervisor, Adult T & I
Supervisors, Health Occupations
Supervisor, Firefighter Instructor
Supervisor, Vocational Research
Supervisor, Vocational Guidance
Supervisor, Work-Study Program
Principal, Vocational-Technical Schools
Supervisors, M D T A
Coordinator, Vocational-Technical Education, State School

(Rhode Island)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

Associate Commissioner and Director, Vocational Education		1
Chief, Vocational Education		1
Supervisors		14
Agriculture Education	1	
Home Economics Education	1	
Trade and Industrial Education	1	
Adult Trade and Industrial Education	1	
Practical Nurse Education	1	
Firefighter Instruction	1	
Vocational Research	1	
Vocational Guidance	1	
Distributive Education	1	
Health Occupations	1	
Business Education	1	
Work Study	1	
Manpower Development and Training	2	
Coordinator, Vocational-Technical School		1
Principal, Vocational-Technical School		1
TOTAL		18

---

* Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		9	-	3	-	12	6
Merchandising		6	-	-	-	6	3
Health		-	7	-	-	7	4
Office		-	-	-	-	-	-
Technical		6	-	9	-	15	8
Industrial		74	-	80	-	154	79
Others		-	-	-	-	-	-
Total	Number	95	7	92	-	194	-
	Percent	49	4	47	-	-	100
Full-time		86	7	-	-	93	48
Part-time		9	-	92	-	101	52

(Rhode Island)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		537	-	103	-	640	17
Merchandising		80	-	-	-	80	2
Health		-	-	87	-	87	2
Office		-	-	-	-	-	-
Technical		115	-	253	-	368	10
Industrial		1248	-	1314	-	2562	68
Others		52	-	-	-	52	1
Total	Number	2032	-	1757	-	3789	-
	Percent	54	-	46	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part time	Total		
Agriculture		2	1	3	12	4
Merchandising		-	-	-	6	-
Health		1	-	1	7	7
Office		-	-	-	-	-
Technical		-	-	-	15	-
Industrial		4	1	5	154	31
Others Work Study Home Ec.		12	-	12	-	-
Total	Number	19	2	21	194	9
	Percent	90	10	100	-	-

(Rhode Island)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	22	Community or Junior Colleges	0
Vocational Secondary Schools	8	Vocational-Technical Schools	1
State-Operated Vocational Schools	1	State-Operated Vocational Schools	0
Area Vocational Schools	1	Universities or Colleges	0
Total Secondary Schools	32	Total Post-Secondary Schools	1
Combination Secondary and Post-Secondary Schools	0	TOTAL	33

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	464,000	67	580,000	14	8
State Funds	65,000	9	2,313,000	57	1153
Federal Funds	168,000	24	1,151,000	29	195
TOTAL	697,000	100	4,044,000	100	160

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	69,000	10	153,000	4	41
Teacher Education Institutions	9,000	1	21,000	∞	44
TOTAL for State Agencies	78,000	11	174,000	4	41
Schools:					
Capital Outlay	10,000	2	2,951,000	73	9803
Current Expenses	609,000	87	919,000	23	17
TOTAL	619,000	89	3,870,000	96	175
TOTAL—All Agencies	697,000	100	4,044,000	100	160

* Data for 1965-66 have not been fully verified and may contain minor errors.

(Rhode Island)

SOUTH CAROLINA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The State Board of Education is composed of sixteen (16) members--one (1) member from each of the sixteen (16) judicial circuits in the State. The members serve terms of four (4) years on a staggered basis. Legislative delegations representing the counties of each judicial circuit have the responsibility of electing a member of the State Board of Education to represent their judicial circuit. (Code of Laws: South Carolina 1966 Cumulative Supplement--Section 21-41)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." and designates the State Board of Education as the State Board for Vocational Education. (Code of Laws of South Carolina: Article 6--Vocational Training--Section 21-691)

The current State Plan for Vocational Education was approved by the State Board for Vocational Education on August 1, 1966. It follows closely an outline of a suggested plan by the U.S. Office of Education.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

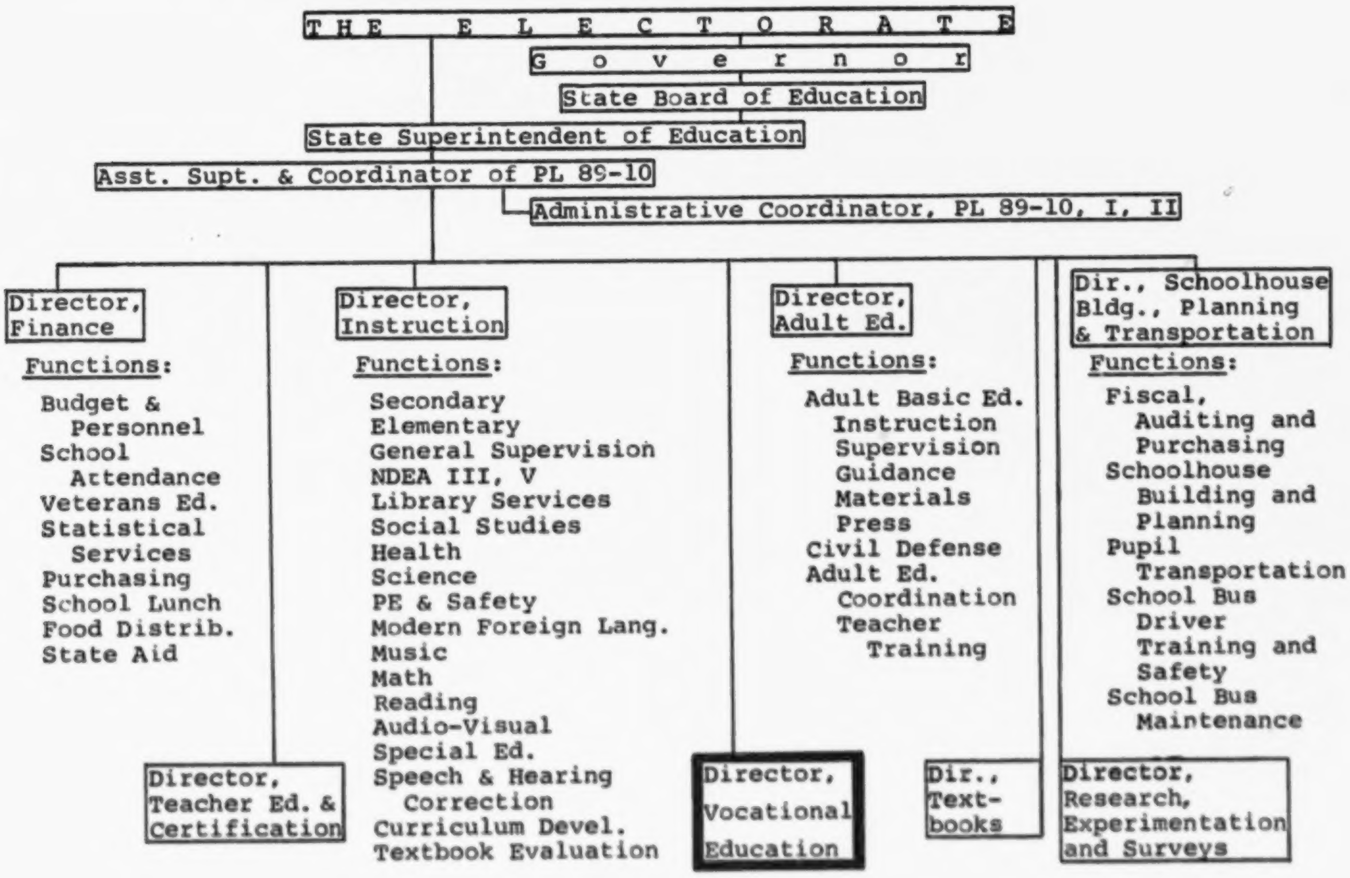
The State Superintendent of Public Instruction

The State Superintendent of Education is the administrative officer of the State Board of Education which is designated the State Board for Vocational Education. The State Superintendent is elected by the people of the State on a partisan basis (Constitution, Article IV, Section 24)and the supervision of public education is vested in his office. (Article XI, Section 1) He is elected for a four-year term and can succeed himself.

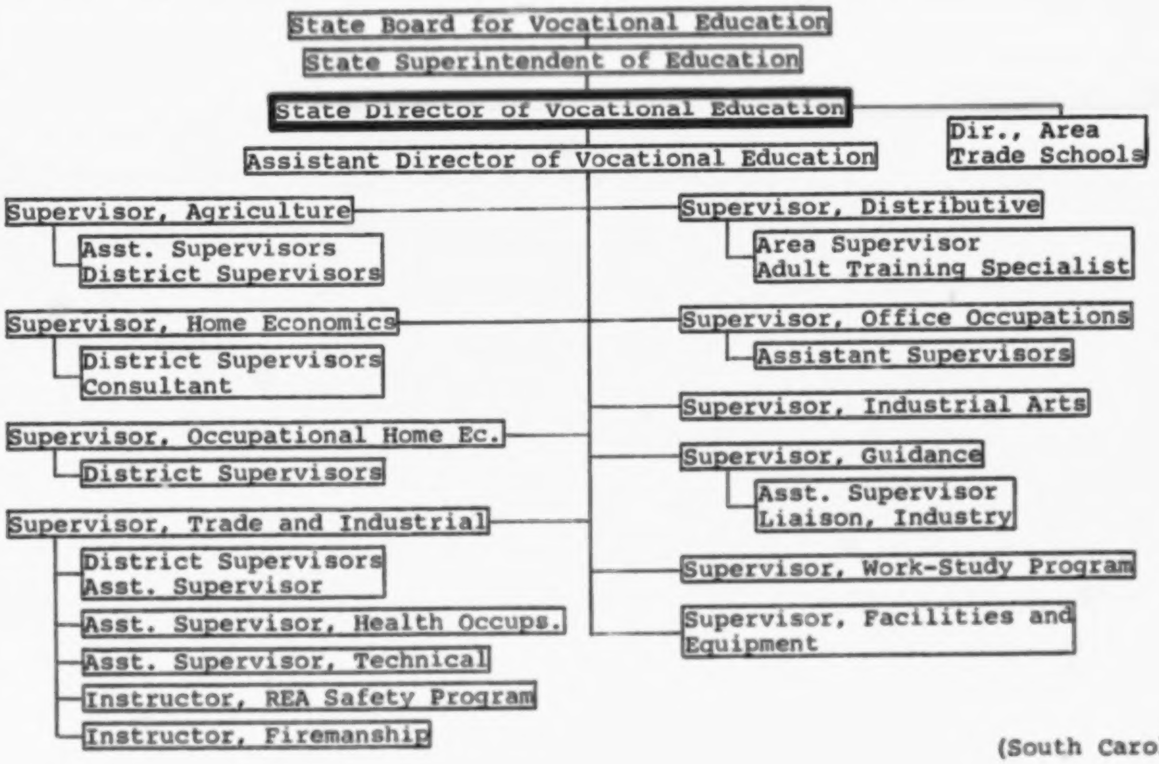
The State Director of Vocational Education

The State Director of Vocational Education is selected by the State Board upon the recommendation of the administrative officer. He is responsible to the State Board, through the administrative officer, for all phases of the program of vocational education in the State, and he is the official representative of the State Superintendent of Education in all matters pertaining to vocational education.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Superintendent of Education
Asst. Supt. & Coordinator of PL 89-10
Administrative Coordinator, PL 89-10, I, II
Director, Finance
Functions:
Budget & Personnel
School Attendance
Veterans Ed.
Statistical Services
Purchasing
School Lunch
Food Distrib.
State Aid
Director, Instruction
Functions:
Secondary
Elementary
General Supervision
NDEA III, V
Library Services
Social Studies
Health
Science
PE & Safety
Modern Foreign Lang.
Music
Math
Reading
Audio-Visual
Special Ed.
Speech & Hearing Correction
Curriculum Devel.
Textbook Evaluation
Director, Adult Ed.
Functions:
Adult Basic Ed.
Instruction
Supervision
Guidance
Materials
Press
Civil Defense
Adult Ed.
Coordination
Teacher Training
Dir., Schoolhouse Bldg., Planning & Transportation
Functions:
Fiscal, Auditing and Purchasing
Schoolhouse Building and Planning
Pupil Transportation
School Bus Driver Training and Safety
School Bus Maintenance
Director, Teacher Ed. & Certification
Director, Vocational Education
Dir., Text-books
Director, Research, Experimentation and Surveys

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Education
State Director of Vocational Education
Dir., Area Trade Schools
Assistant Director of Vocational Education
Supervisor, Agriculture
Asst. Supervisors
District Supervisors
Supervisor, Home Economics
District Supervisors
Consultant
Supervisor, Occupational Home Ec.
District Supervisors
Supervisor, Trade and Industrial
District Supervisors
Asst. Supervisor
Asst. Supervisor, Health Occups.
Asst. Supervisor, Technical
Instructor, REA Safety Program
Instructor, Firemanship
Supervisor, Distributive
Area Supervisor
Adult Training Specialist
Supervisor, Office Occupations
Assistant Supervisors
Supervisor, Industrial Arts
Supervisor, Guidance
Asst. Supervisor
Liaison, Industry
Supervisor, Work-Study Program
Supervisor, Facilities and Equipment

(South Carolina)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

Director, Vocational Education		1
Assistant Director, Vocational Education		1
Supervisors		10
Agriculture Education	1	
Home Economics Education	1	
Trade and Industrial Education	1	
Distributive Education	1	
Office Occupations	1	
Industrial Arts Education	1	
Guidance	1	
Work Study	1	
Facilities and Equipment	1	
Occupational Home Economics	1	
Director, Area Trade Schools		1
Assistant Supervisors		8
Agriculture Education	2	
Trade and Industrial Education	3	
Office Occupations	2	
Guidance	1	
Area Supervisor, Distributive Education		1
District Supervisors		14
Agriculture Education	4	
Home Economics Education	5	
Occupational Home Economics	1	
Trade and Industrial Education	4	
Assistant District Supervisor, Agriculture		1
Consultant, Home Economics		1
Adult Training Specialist, Distributive Education		1
Instructors		2
REA Safety Program	1	
Firemanship	1	
TOTAL		41

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS*
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		299	–	169	–	468	33
Merchandising		61	1	–	10	72	5
Health		–	–	51	–	51	4
Office		253	–	7	1	261	18
Technical		13	132	21	–	165	12
Industrial		265	–	124	–	389	28
Others		–	–	–	–	–	–
Total	Number	891	133	372	11	1 07	–
	Percent	63	10	26	1	–	100
Full-time		596	75	35	10	716	51
Part-time		295	58	337	1	691	49

(South Carolina)

* Unduplicated number of teachers

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		16330	284	25617	–	42231	59
Merchandising		2115	16	3602	38	5771	8
Health		–	–	787	–	787	1
Office		8202	–	131	–	8333	11
Technical		292	2924	348	–	3564	5
Industrial		7562	–	3236	–	10798	15
Others Home Ec.		194	–	332	–	526	1
Total	Number	34695	3224	34053	38	72010	-
	Percent	48	4	47	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers SDVE Staff
		Full-time	Part-time	Total		
Agriculture		9	–	9	468	52
Merchandising		3	9	12	72	6
Health		–	1	1	51	51
Office		3	-	3	261	84
Technical		4	1	5	165	33
Industrial		6	4	10	389	39
Others Home Ec.		–	–	–	–	–
Total	Number	25	15	40	1407	35
	Percent	63	37	100	–	–

(South Carolina)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	281	Community or Junior Colleges	0
Vocational Secondary Schools	0	Vocational-Technical Schools	11
State-Operated Vocational Schools	0	State-Operated Vocational Schools	2
Area Vocational Schools	3	Universities or Colleges	0
Total Secondary Schools	284	Total Post-Secondary Schools	15
Combination Secondary and Post-Secondary Schools	0	TOTAL	297

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	2,033,000	30	3,783,000	30	29
State Funds	3,539,000	52	4,696,000	36	11
Federal Funds	1,224,000	18	4,398,000	34	86
TOTAL	6,796,000	100	12,877,000	100	30

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	333,000	5	552,000	4	22
Teacher Education Institutions	104,000	1	111,000	1	2
TOTAL for State Agencies	437,000	6	663,000	5	17
Schools:					
Capital Outlay	1,263,000	19	3,107,000	24	49
Current Expenses	5,096,000	75	9,107,000	71	26
TOTAL	6,359,000	94	12,214,000	95	31
TOTAL—All Agencies	6,796,000	100	12,877,000	100	30

* Data for 1965-66 have not been fully verified and may contain minor errors.
(South Carolina)

SOUTH DAKOTA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of South Dakota states that "it shall be the duty of the Legislature to establish and maintain a general and uniform system of public schools..." (Article VIII, Section 1)

The State Board of Education consists of seven members appointed by the Governor subject to approval by the Senate. (Title 15.0801) No professional school person may be appointed to the State Board. (Title 15.0801) The State Board "shall be responsible for the adoption of all policies...of the Department of Public Instruction and for adoption of all policies for carrying out such education functions as relate to elementary and secondary schools..." (Title 15.0803)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education...", and designates the State Board of Education as the State Board for Vocational Education.

The South Dakota State Plan for Vocational Education was approved in January 1965 and subsequently amended in June 1965 and in September 1966.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

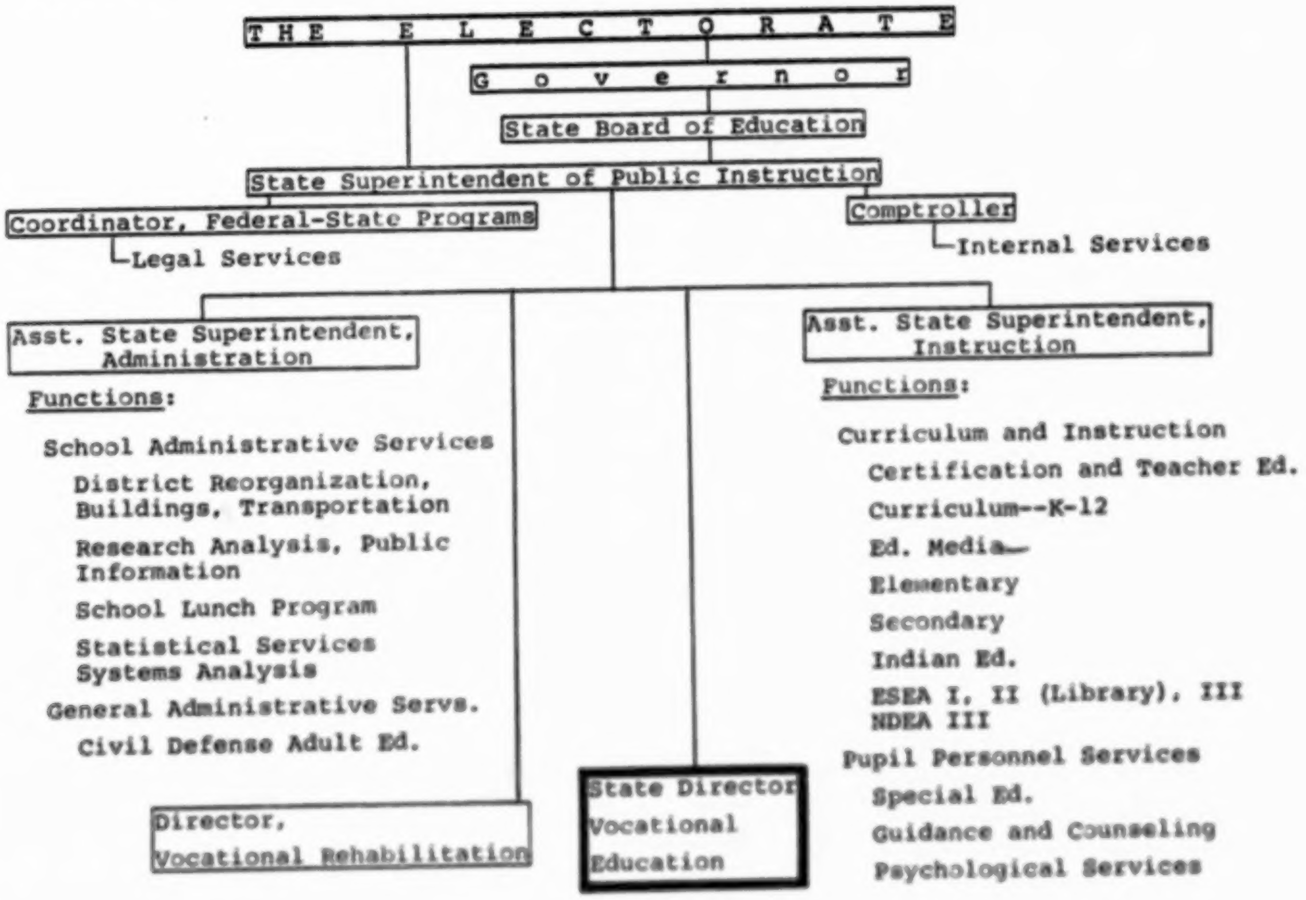
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer and ex officio secretary of the State Board. He is elected every two years by vote of the people of the State on a nonpartisan basis. He can succeed himself.

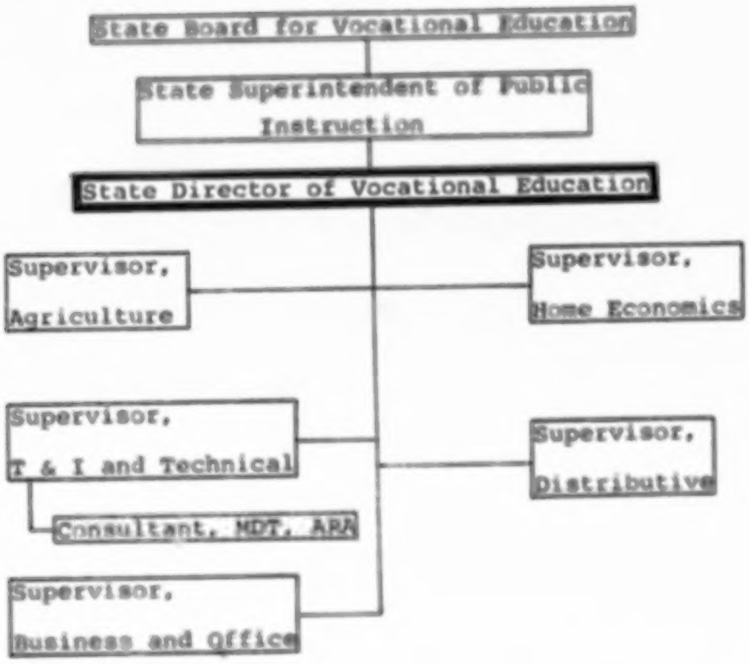
The State Director of Vocational Education

The State Director of Vocational Education is appointed by the Governor upon the recommendation of the State Board for Vocational Education.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Superintendent of Public Instruction
Coordinator, Federal-State Programs
Legal Services
Comptroller
Internal Services
Asst. State Superintendent, Administration
Functions:
School Administrative Services
District Reorganization, Buildings, Transportation
Research Analysis, Public Information
School Lunch Program
Statistical Services Systems Analysis
General Administrative Servs.
Civil Defense Adult Ed.
Asst. State Superintendent, Instruction
Functions:
Curriculum and Instruction
Certification and Teacher Ed.
Curriculum--K-12
Ed. Media
Elementary
Secondary
Indian Ed.
ESEA I, II (Library), III
NDEA III
Pupil Personnel Services
Special Ed.
Guidance and Counseling
Psychological Services
Director, Vocational Rehabilitation
State Director Vocational Education

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Instruction
State Director of Vocational Education
Supervisor, Agriculture
Supervisor, Home Economics
Supervisor, T & I and Technical
Consultant, MDT, ARA
Supervisor, Distributive
Supervisor, Business and Office

(South Dakota)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

Director		1
Supervisors		5
Agriculture Education	1	
Trade and Industrial and Technical	1	
Business and Office	1	
Home Economics	1	
Distributive Education	1	
Consultant		1
Trade and Industrial and Technical	1	
TOTAL		7

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		67	-	44	-	111	31
Merchandising		11	-	-	-	11	3
Health		-	20	-	-	20	5
Office		2	-	52	-	54	15
Technical		4	7	9	-	20	6
Industrial		22	14	84	-	120	34
Others	MDTA Work Study	1	21	-	-	22	6
Total	Number	107	62	189	-	358	-
	Percent	30	17	53	-	-	100
Full-time		59	59	13	-	131	37
Part-time		48	3	176	-	227	63

(South Dakota)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		2987	-	2501	-	5488	68
Merchandising		293	-	-	-	293	4
Health		-	127	-	-	127	1
Office		-	-	204	-	204	2
Technical		81	78	-	-	159	2
Industrial		31	-	1789	-	1820	22
Others Home Ec.		-	-	20	-	20	1
Total	Number	3392	205	4494	-	8111	-
	Percent	42	3	55	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		2	-	2	111	56
Merchandising		1	-	1	11	11
Health		1	-	1	20	20
Office		1	-	1	54	54
Technical		1	1	2	20	10
Industrial		3	1	4	120	30
Others Work Study Home Ec. MDTA		-	-	-	22	-
Total	Number	9	2	11	358	33
	Percent	82	18	100	-	-

(South Dakota)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	169	Community or Junior Colleges	3
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	0
Total Secondary Schools	169	Total Post-Secondary Schools	3
Combination Secondary and Post-Secondary Schools	0	TOTAL	172

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION*

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	721,000	65	1,548,000	53	38
State Funds	42,000	4	250,000	9	165
Federal Funds	342,000	31	1,080,000	38	72
TOTAL	1,105,000	100	2,878,000	100	53

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	39,000	3	82,000	3	37
Teacher Education Institutions	27,000	2	48,000	2	26
TOTAL for State Agencies	66,000	5	130,000	5	32
Schools:					
Capital Outlay	-	∞	1,368,000	47	∞
Current Expenses	1,069,000	95	1,380,000	48	10
TOTAL	1,069,000	95	2,748,000	95	52
TOTAL—All Agencies	1,105,000	100	2,878,000	100	53

* Data for 1965-66 have not been fully verified and may contain minor errors. (South Dakota)

TENNESSEE

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

In the State of Tennessee "there is established a system of public education." (Title 49.101)

The State Board of Education is composed of the Governor, the Commissioner of Education and twelve lay citizens appointed by the Governor. (Title 49.106)

"The State Board of Education is hereby designated the State Board for Vocational Education and, as such, is authorized and empowered to accept upon the behalf of the State any and all acts of Congress pertaining to vocational education ..." (Title 49.2701) A division of vocational education is designated. (Title 49.111)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

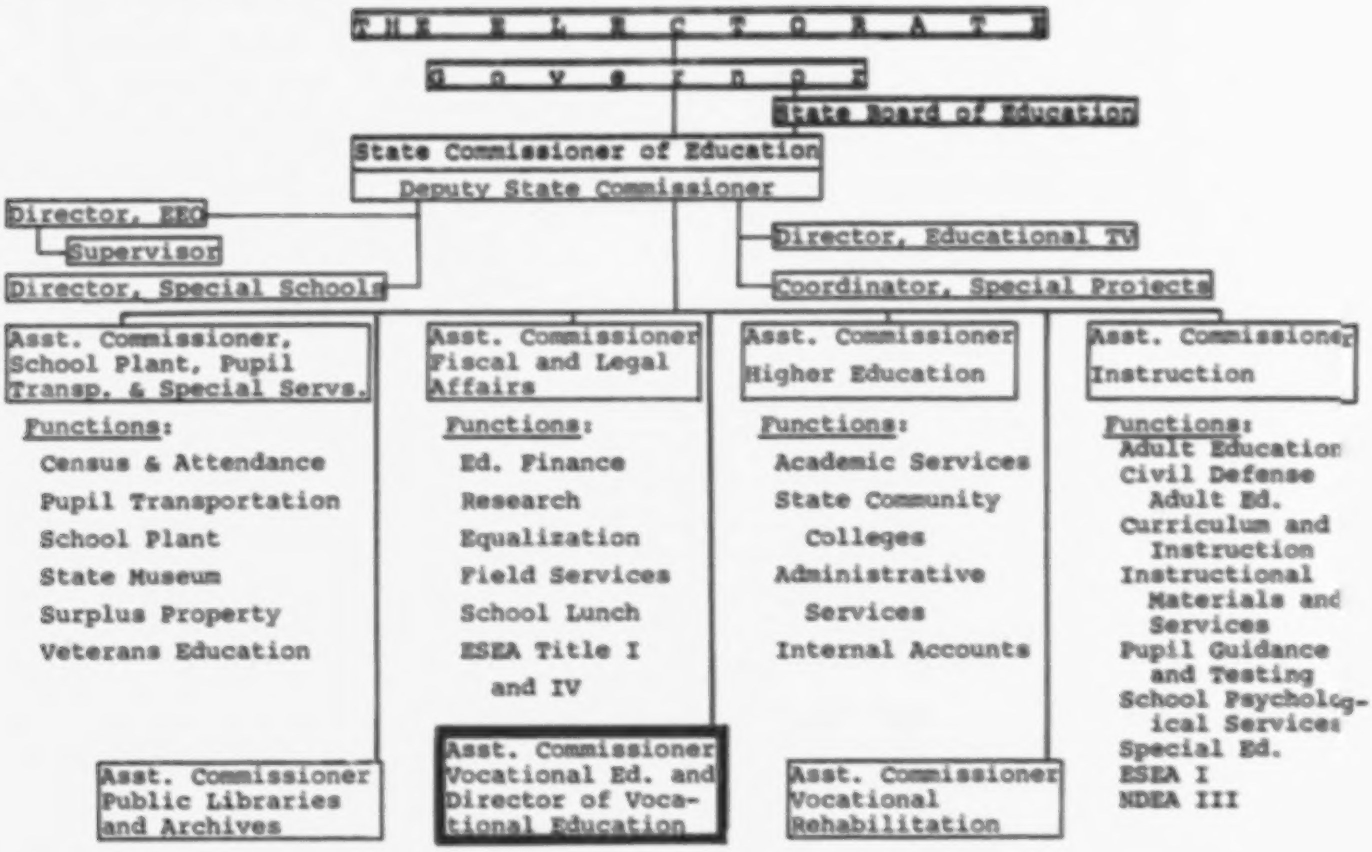
The State Superintendent of Public Instruction

The State Commissioner of Education is the executive officer of the State Board of Education. He is appointed by the Governor and serves as chairman of the State Board.

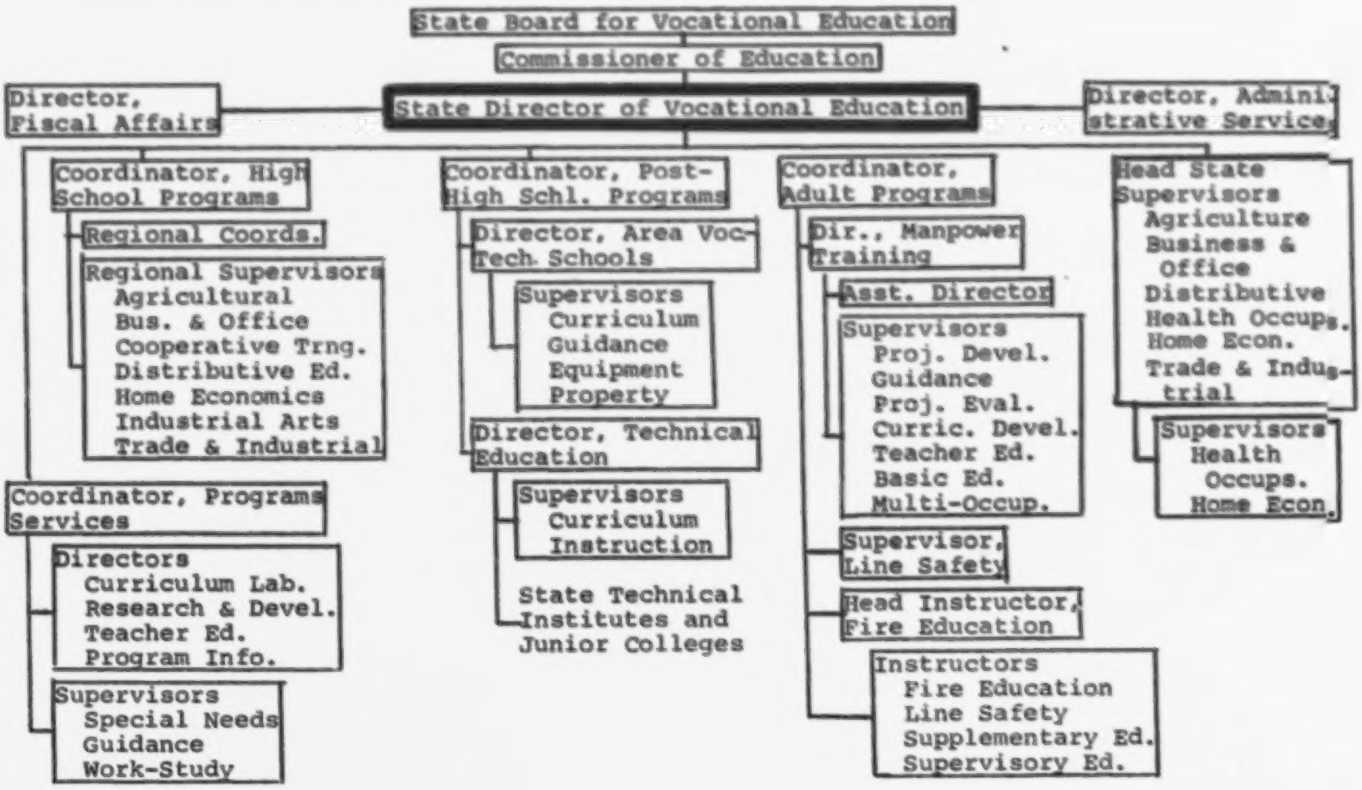
The State Director of Vocational Education

The Assistant Commissioner for Vocational Education is appointed by the State Board of Education. By law, he must also be the supervisor of agriculture. (Title 49.111) He is responsible for providing leadership in developing a total program of vocational and technical education for the State to assure adequate programs of training for all types of jobs, for all ages of all the people in all sections of the State.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Commissioner of Education
Deputy State Commissioner
Director, EEO
Supervisor
Director, Special Schools
Director, Educational TV
Coordinator, Special Projects
Asst. Commissioner, School Plant, Pupil Transp. & Special Servs.
Functions:
Census & Attendance
Pupil Transportation
School Plant
State Museum
Surplus Property
Veterans Education
Asst. Commissioner Fiscal and Legal Affairs
Functions:
Ed. Finance
Research
Equalization
Field Services
School Lunch
ESEA Title I and IV
Asst. Commissioner Higher Education
Functions:
Academic Services
State Community Colleges
Administrative Services
Internal Accounts
Asst. Commissioner Instruction
Functions:
Adult Education
Civil Defense Adult Ed.
Curriculum and Instruction
Instructional Materials and Services
Pupil Guidance and Testing
School Psychological Services
Special Ed.
ESEA I
NDEA III
Asst. Commissioner Public Libraries and Archives
Asst. Commissioner Vocational Ed. and Director of Vocational Education
Asst. Commissioner Vocational Rehabilitation

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
Commissioner of Education
State Director of Vocational Education
Director, Fiscal Affairs
Director, Administrative Services
Coordinator, High School Programs
Regional Coords.
Regional Supervisors
Agricultural
Bus. & Office
Cooperative Trng.
Distributive Ed.
Home Economics
Industrial Arts
Trade & Industrial
Coordinator, Programs Services
Directors
Curriculum Lab.
Research & Devel.
Teacher Ed.
Program Info.
Supervisors
Special Needs
Guidance
Work-Study
Coordinator, Post-High Schl. Programs
Director, Area Voc-Tech Schools
Supervisors
Curriculum
Guidance
Equipment
Property
Director, Technical Education
Supervisors
Curriculum
Instruction
State Technical Institutes and Junior Colleges
Coordinator, Adult Programs
Dir., Manpower Training
Asst. Director
Supervisors
Proj. Devel.
Guidance
Proj. Eval.
Curric. Devel.
Teacher Ed.
Basic Ed.
Multi-Occup.
Supervisor, Line Safety
Head Instructor, Fire Education
Instructors
Fire Education
Line Safety
Supplementary Ed.
Supervisory Ed.
Head State Supervisors
Agriculture
Business & Office
Distributive
Health Occups.
Home Econ.
Trade & Industrial
Supervisors
Health Occups.
Home Econ.

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

State Director of Vocational Ed.		1
Director of Administration		1
Coordinators		4
High School Programs	1	
Post-High School Programs	1	
Vocational Adult Programs	1	
Vocational Program Serv.	1	
Regional Coordinators		3
Administrative Services	3	
Supervisors		28
Program Services	4	
Agriculture Education	2	
Business and Office Ed.	1	
Distributive Education	1	
Health Occupations	2	
Trade and Industrial Ed.	2	
Area Vocational-Technical Schools	3	
MDT	11	
Home Economics	2	
Regional Supervisors		25
Agriculture Education	6	
Business and Office Ed.	2	
Distributive Education	3	
Health Occupations Ed.	1	
Home Economics Education	7	
Trade and Industrial Ed.	6	
Directors		5
Area Vocational-Technical Schools	1	
Technical Education	1	
MDT	1	
Curriculum Laboratory	1	
Research and Development	1	
Assistant Directors		1
MDT	1	
Supervisors		8
Project Development	1	
Guidance Counselor	1	
Project Auditing	1	
Project Evaluation	1	
Teacher Education	1	
Basic Education	1	
Multi-Occupations	1	
Equipment	1	
Superintendents		1
Area Voc-Tech Schools	1	
Assistant Superintendent		1
Area Voc-Tech Schools	1	
TOTAL		78

---

* Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		287	-	24	-	311	24
Merchandising		62	-	47	-	109	8
Health		-	79	-	-	79	6
Office		39	14	16	-	69	5
Technical		17	56	27	-	100	8
Industrial		283	74	299	2	658	50
Others		-	-	-	-	-	-
Total	Number	688	223	413	2	1326	-
	Percent	52	17	31	f	-	100
Full-time							
Part-time							

(Tennessee)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		20905	-	1971	1	22877	37
Merchandising		1241	-	5251	3	6495	10
Health		-	2208	157	-	2365	4
Office		979	791	546	2	2318	4
Technical		391	363	1005	-	1759	3
Industrial		9826	1902	14290	136	26154	42
Others		-	-	-	-	-	-
Total	Number	33342	5264	23220	142	61968	-
	Percent	54	8	38	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		5	-	5	311	62
Merchandising		4	-	4	109	27
Health		3	-	3	79	26
Office		3	-	3	62	21
Technical		1	-	1	100	100
Industrial		6	-	6	658	109
Others		-	-	-	-	-
Total	Number	22	-	22	1319	60
	Percent	100	-	100	-	-

(Tennessee)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	440	Community or Junior Colleges	0
Vocational Secondary Schools	14	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	15
Area Vocational Schools	7	Universities or Colleges	0
Total Secondary Schools	461	Total Post-Secondary Schools	15
Combination Secondary and Post-Secondary Schools	7	TOTAL	483

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	4,054,000	59	5,410,000	32	11
State Funds	1,395,000	20	5,423,000	32	96
Federal Funds	1,397,000	21	6,148,000	36	113
TOTAL	6,846,000	100	16,981,000	100	50

Expenditures	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	305,000	4	817,000	5	56
Teacher Education Institutions	110,000	2	119,000	1	3
TOTAL for State Agencies	415,000	6	936,000	6	42
Schools:					
Capital Outlay	233,000	3	5,945,000	35	817
Current Expenses	6,198,000	91	10,010,000	59	21
TOTAL	6,431,000	94	16,045,000	94	50
TOTAL—All Agencies	6,846,000	100	16,981,000	100	50

* Data for 1965-66 have not been fully verified and may contain minor errors. (Tennessee)

TEXAS

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Texas states that "it shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an efficient system of public free schools." (Article VII, Section 1)

There is created a Central Education Agency which is composed of the State Board of Education, the State Board for Vocational Education, the State Commissioner of Education and the State Department of Education (Title 2654-1.1) which shall have "general supervision of the schools." (Title 2654-1.2)

The State Board of Education is composed of 21 members, one elected from each Congressional District. (Title 2654-2.1) This Board appoints a State Superintendent of Public Instruction. (Titles 2654-2.8 and 2654-5.1)

The State Board is designated as the State Board for Vocational Education (Title 2654-3.1) with the State Superintendent (now designated Commissioner of Education) as its executive officer. (Title 2654-3.2)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

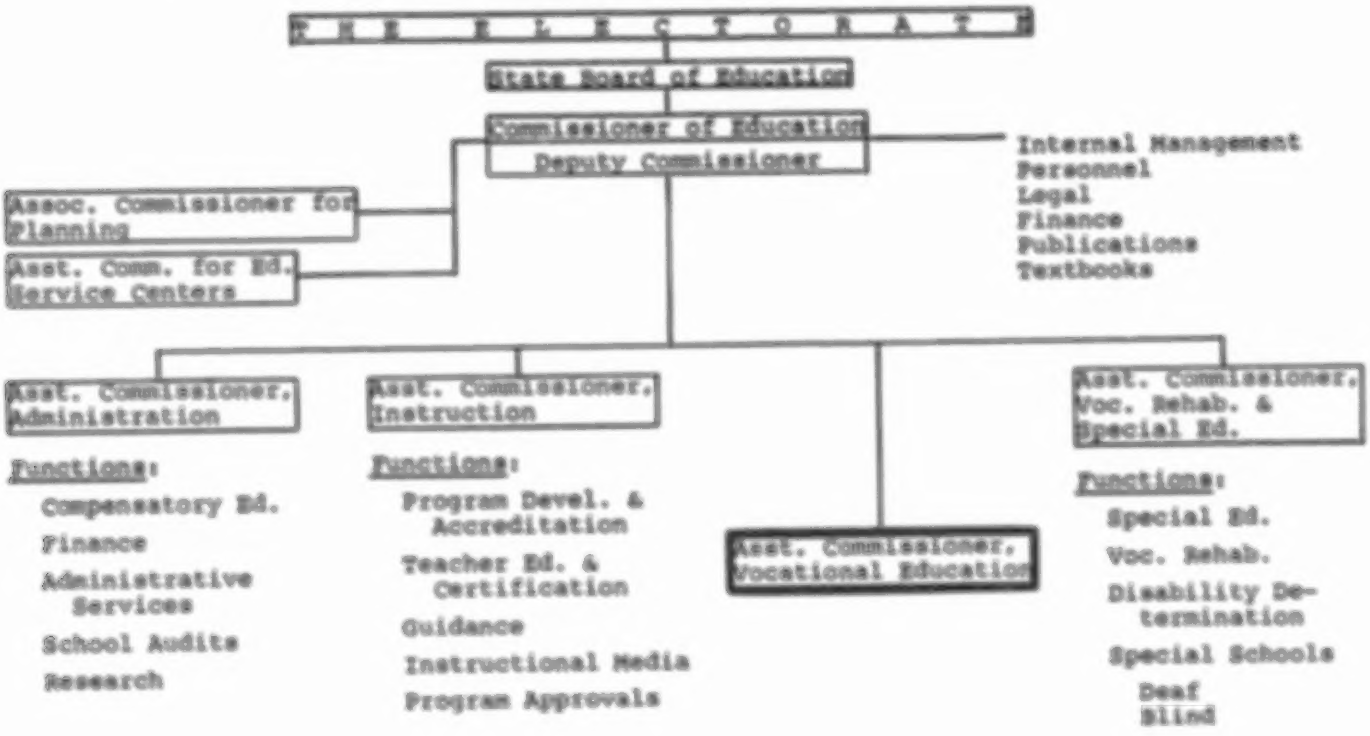
The State Superintendent of Public Instruction

The State Commissioner of Education is the executive officer of the State Board of Education. He is appointed by the State Board.

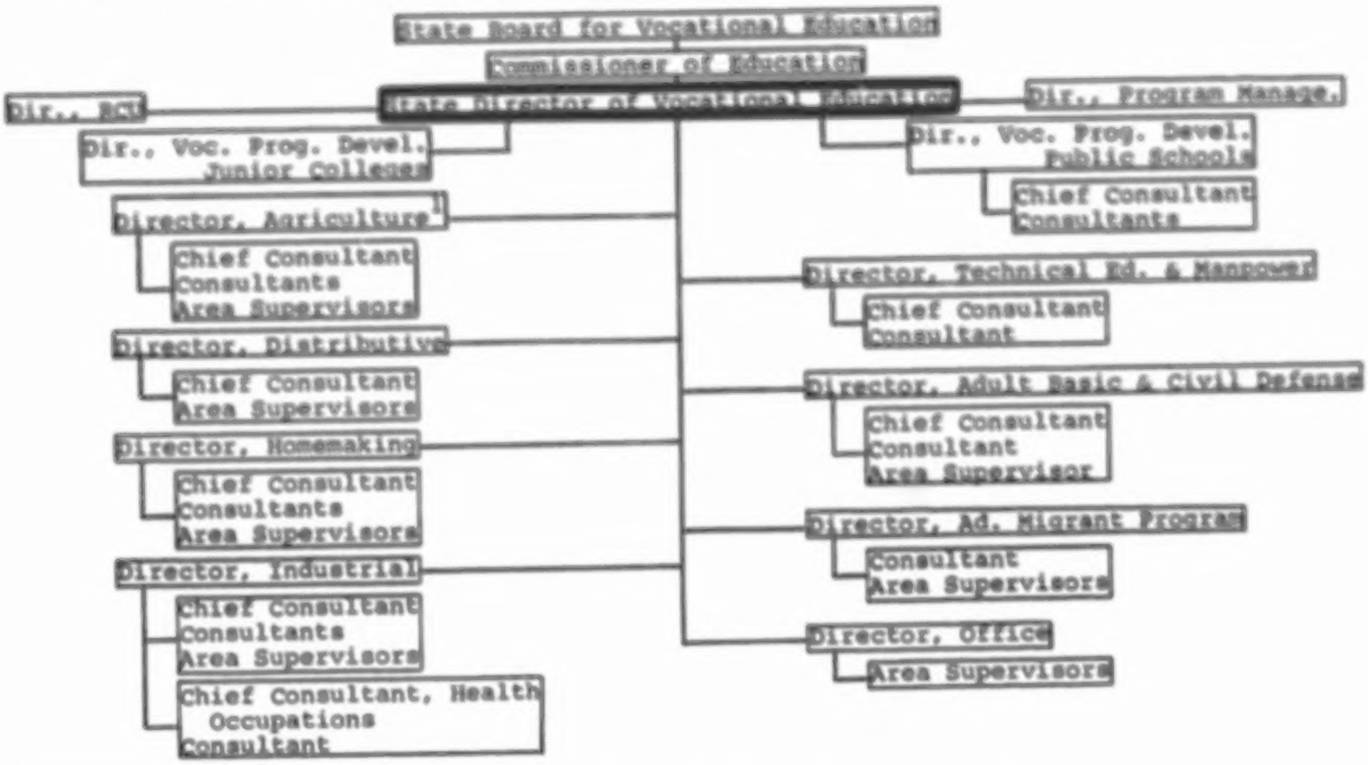
The State Director of Vocational Education

The State Director of Vocational Education in Texas carries the title of Assistant Commissioner for Vocational Education. He is appointed by the State Commissioner with the approval of the State Board.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
State Board of Education
Commissioner of Education
Deputy Commissioner
Internal Management
Personnel
Legal
Finance
Publications
Textbooks
Assoc. Commissioner for Planning
Asst. Comm. for Ed. Service Centers
Asst. Commissioner, Administration
Functions:
Compensatory Ed.
Finance
Administrative Services
School Audits
Research
Asst. Commissioner, Instruction
Functions:
Program Devel. & Accreditation
Teacher Ed. & Certification
Guidance
Instructional Media
Program Approvals
Asst. Commissioner, Vocational Education
Asst. Commissioner, Voc. Rehab. & Special Ed.
Functions:
Special Ed.
Voc. Rehab.
Disability Determination
Special Schools
Deaf
Blind

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
Commissioner of Education
State Director of Vocational Education
Dir., RCU
Dir., Program Manage.
Dir., Voc. Prog. Devel. Junior Colleges
Dir., Voc. Prog. Devel. Public Schools
Chief Consultant
Consultants
Director, Agriculture[1]
Chief Consultant
Consultants
Area Supervisors
Director, Distributive
Chief Consultant
Area Supervisors
Director, Homemaking
Chief Consultant
Consultants
Area Supervisors
Director, Industrial
Chief Consultant
Consultants
Area Supervisors
Chief Consultant, Health Occupations
Consultant
Director, Technical Ed. & Manpower
Chief Consultant
Consultant
Director, Adult Basic & Civil Defense
Chief Consultant
Consultant
Area Supervisor
Director, Ad. Migrant Program
Consultant
Area Supervisors
Director, Office
Area Supervisors

---

[1] The title "Director" is equivalent to "Supervisor" in many states.

(Texas)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

Assistant Commissioner for Vocational Education		1
Directors		3
Vocational Program Management	1	
Vocational Program Development, Public Schools	1	
Vocational Program Development, Junior Colleges	1	
Educational Program Directors		9
Work Study Program	1	
Adult Migrant Program	1	
Adult Basic and Civil Defense Education	1	
Agricultural Education	1	
Distributive Education	1	
Homemaking Education	1	
Industrial Education	1	
Technical Education and Manpower Development	1	
Vocational Office Education	1	
Chief Consultants		8
Vocational Program Development, Public Schools	1	
Adult Basic and Civil Defense Education	1	
Agricultural Education	1	
Chief Consultants (cont.)		
Distributive Education	1	
Homemaking Education	1	
Industrial Education	1	
Health Occupations	1	
Technical Education and Manpower Development	1	
Consultants		24
Vocational Program Development, Public Schools	6	
Adult Migrant Program	1	
Adult Basic and Civil Defense Education	6	
Agricultural Education	2	
Homemaking Education	2	
Industrial Education	2	
Health Occupations	1	
Technical Education and Manpower Development	4	
Area Supervisors		47
Adult Migrant Program	2	
Adult Basic and Civil Defense Education	1	
Agricultural Education	13	
Distributive Education	5	
Homemaking Education	13	
Industrial Education	8	
Vocational Office Education	5	
TOTAL		92

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		1156	-	13	2	1171	21
Merchandising		257	1	235	3	496	9
Health		3	75	77	-	155	3
Office		55	29	9	3	96	2
Technical		26	196	97	-	319	6
Industrial		580	54	557	50	1241	22
Others Home Ec.		1916	-	58	39	2013	37
Total	Number	3993	355	1046	96	5491	-
	Percent	73	6	19	2	-	100
Full-time		3965	170	205	95	4435	81
Part-time		28	185	841	2	1056	19

(Texas)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		49214	–	147426	65	196705	40
Merchandising		8947	204	28946	108	38205	7
Health		–	1900	2642	–	4542	1
Office		1378	2462	712	38	4590	1
Technical		1153	14039	4822	–	20014	4
Industrial		18660	889	31962	1555	53066	11
Others		105620	–	73867	1049	180536	36
Total	Number	184972	19494	290377	2815	497658	–
	Percent	37	6	57	f	–	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		17	–	17	1171	123
Merchandising		7	–	7	496	71
Health		2	–	2	155	78
Office		4	–	4	96	24
Technical		3	–	3	319	106
Industrial		11	–	11	1241	113
Others		16	–	16	2013	125
Total	Number	60	–	60	5491	91
	Percent	100	–	100	–	–

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	1314	Community or Junior Colleges	4
Vocational Secondary Schools	3	Vocational-Technical Schools	29
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	56	Universities or Colleges	6
Total Secondary Schools	1373	Total Post-Secondary Schools	39
Combination Secondary and Post-Secondary Schools	0	TOTAL	1412

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	1,240,000	5	11,816,000	22	847
State Funds	21,680,000	86	28,753,000	53	33
Federal Funds	2,210,000	9	14,105,000	25	538
TOTAL	25,178,000	100	54,674,000	100	117

Expenditures	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	652,000	3	972,000	2	49
Teacher Education Institutions	727,000	2	2,886,000	5	297
TOTAL for State Agencies	1,379,000	5	3,858,000	7	180
Schools:					
Capital Outlay	97,000	1	16,090,000	29	1,642
Current Expenses	23,702,000	94	34,726,000	64	47
TOTAL	23,799,000	95	50,816,000	93	114
TOTAL—All Agencies	25,178,000	100	54,674,000	100	117

* Data for 1965-66 have not been fully verified and may contain minor errors. (Texas)

UTAH

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Utah states that the "Legislature shall provide for the establishment and maintenance of a uniform system of public schools..." (Article X, Section 1) "The general control and supervision of the Public School System shall be vested in a State Board of Education..." (Article X, Section 8)

The State Board of Education consists of nine persons elected by the people (Title 53-2-1) and "shall appoint and fix the salary of the State Superintendent of Public Instruction." (Title 53-2-8)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." (Title 53-16-1) and designates the State Board of Education as the State Board for Vocational Education. (Title 53-16-2)

The Utah State Plan for Vocational Education was adopted on October 16, 1964, and subsequently amended in August 1965.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

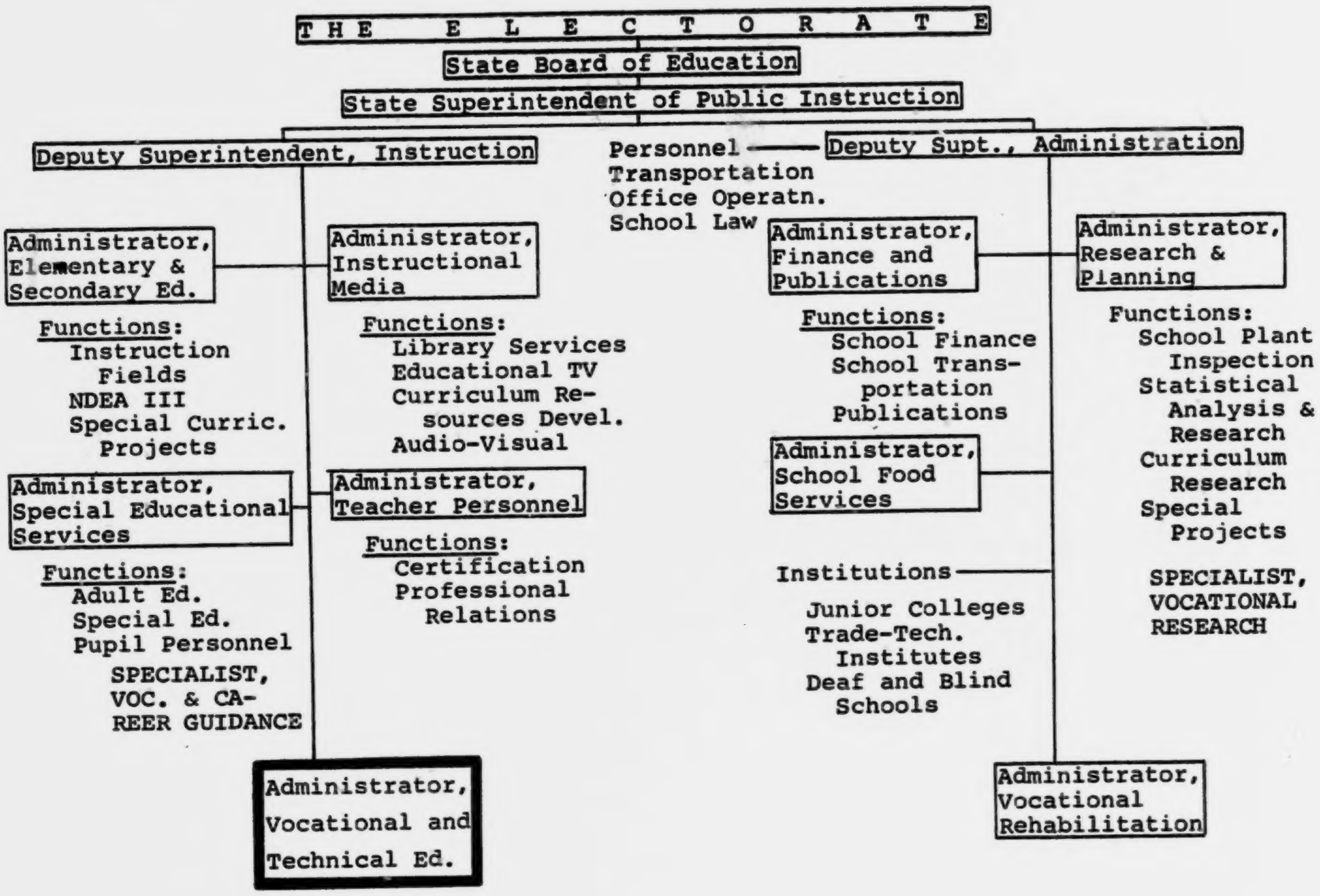
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education. He is appointed to office by the State Board.

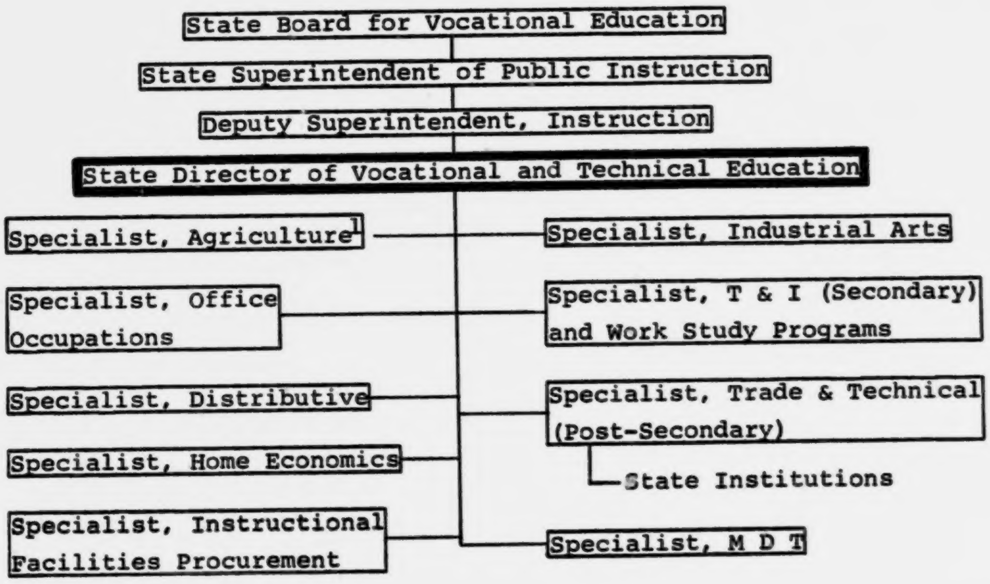
The State Director of Vocational Education

The State Director of Vocational-Technical Education is appointed by the State Board and is responsible to the State Board through the State Superintendent of Public Instruction and deputy superintendents, for the administration of the State's vocational education program.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
State Board of Education
State Superintendent of Public Instruction
Deputy Superintendent, Instruction
Personnel
Transportation
Office Operatn.
School Law
Deputy Supt., Administration
Administrator, Elementary & Secondary Ed.
Functions:
Instruction Fields
NDEA III
Special Curric. Projects
Administrator, Instructional Media
Functions:
Library Services
Educational TV
Curriculum Resources Devel.
Audio-Visual
Administrator, Special Educational Services
Functions:
Adult Ed.
Special Ed.
Pupil Personnel
SPECIALIST, VOC. & CAREER GUIDANCE
Administrator, Teacher Personnel
Functions:
Certification
Professional Relations
Administrator, Vocational and Technical Ed.
Administrator, Finance and Publications
Functions:
School Finance
School Transportation
Publications
Administrator, School Food Services
Institutions
Junior Colleges
Trade-Tech. Institutes
Deaf and Blind Schools
Administrator, Research & Planning
Functions:
School Plant Inspection
Statistical Analysis & Research
Curriculum Research
Special Projects
SPECIALIST, VOCATIONAL RESEARCH
Administrator, Vocational Rehabilitation

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Instruction
Deputy Superintendent, Instruction
State Director of Vocational and Technical Education
Specialist, Agriculture1
Specialist, Industrial Arts
Specialist, Office Occupations
Specialist, T & I (Secondary) and Work Study Programs
Specialist, Distributive
Specialist, Trade & Technical (Post-Secondary)
State Institutions
Specialist, Home Economics
Specialist, Instructional Facilities Procurement
Specialist, M D T

---

[1] The title "Specialist" is equivalent to "Supervisor" in many states.

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

Administrator, Vocational-Technical Education		1
Specialists		9
Manpower Training	1	
Vocational Agriculture	1	
Home Economics	1	
Facilities Procurement	1	
Industrial Arts	1	
Office Education	1	
Trade and Technical	1	
Trade and Industrial	1	
Distributive Education	1	
TOTAL		10

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		55	1	2	-	58	6
Merchandising		32	1	11	-	44	5
Health		-	17	-	-	17	2
Office		224	14	61	-	299	34
Technical		-	24	19	-	43	5
Industrial		140	162	127	2	431	48
Others		-	-	-	-	-	-
Total	Number	451	219	220	2	892	-
	Percent	50	24	24	f	-	100
Full-time							
Part-time							

(Utah)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		3504	-	978	-	4482	12
Merchandising		731	21	2374	280	3406	9
Health		-	239	206	-	445	1
Office		14992	297	1483	-	16772	46
Technical		4	1075	440	-	1519	4
Industrial		2358	1997	5880	-	10235	28
Others		-	-	-	-	-	-
Total	Number	21589	3629	11361	280	36859	-
	Percent	58	10	31	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		1	-	1	58	58
Merchandising		1	-	1	44	44
Health		-	1	1	17	17
Office		1	-	1	299	299
Technical		1	-	1	43	43
Industrial		1	-	1	431	431
Others		-	-	-	-	-
Total	Number	5	1	6	892	149
	Percent	83	17	100	-	-

(Utah)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	78	Community or Junior Colleges	3
Vocational Secondary Schools	0	Vocational-Technical Schools	2
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	3
Total Secondary Schools	78	Total Post-Secondary Schools	8
Combination Secondary and Post-Secondary Schools	0	TOTAL	86

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	1,316,000	76	4,385,000	73	44
State Funds	137,000	8	179,000	3	10
Federal Funds	283,000	16	1,425,000	24	135
TOTAL	1,736,000	100	5,990,000	100	82

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	92,000	5	121,000	2	10
Teacher Education Institutions	45,000	3	95,000	2	37
TOTAL for State Agencies	137,000	8	216,000	4	19
Schools:					
Capital Outlay	44,000	2	1,265,000	21	621
Current Expenses	1,555,000	90	4,509,000	75	63
TOTAL	1,599,000	92	5,774,000	96	87
TOTAL—All Agencies	1,736,000	100	5,990,000	100	82

(Utah)

VERMONT

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Vermont states that "A competent number of schools ought to be maintained in each town, or by towns jointly with the consent of the General Assembly, for the convenient instruction of youth." (Article II, Section 64)

The State Board of Education consists of seven persons, two of whom must be women, appointed by the Governor, with the advice and consent of the Senate. (Title 16, 141) "As herein or elsewhere specified, the Department of Education shall have power to supervise and direct the execution of all laws relating to education." (Title 16, 1)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." and designates the State Board of Education as the State Board for Vocational Education. (Title 16, 199)

The Vermont State Plan for Vocational Education was approved by the State Board for Vocational Education in the year 1965.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

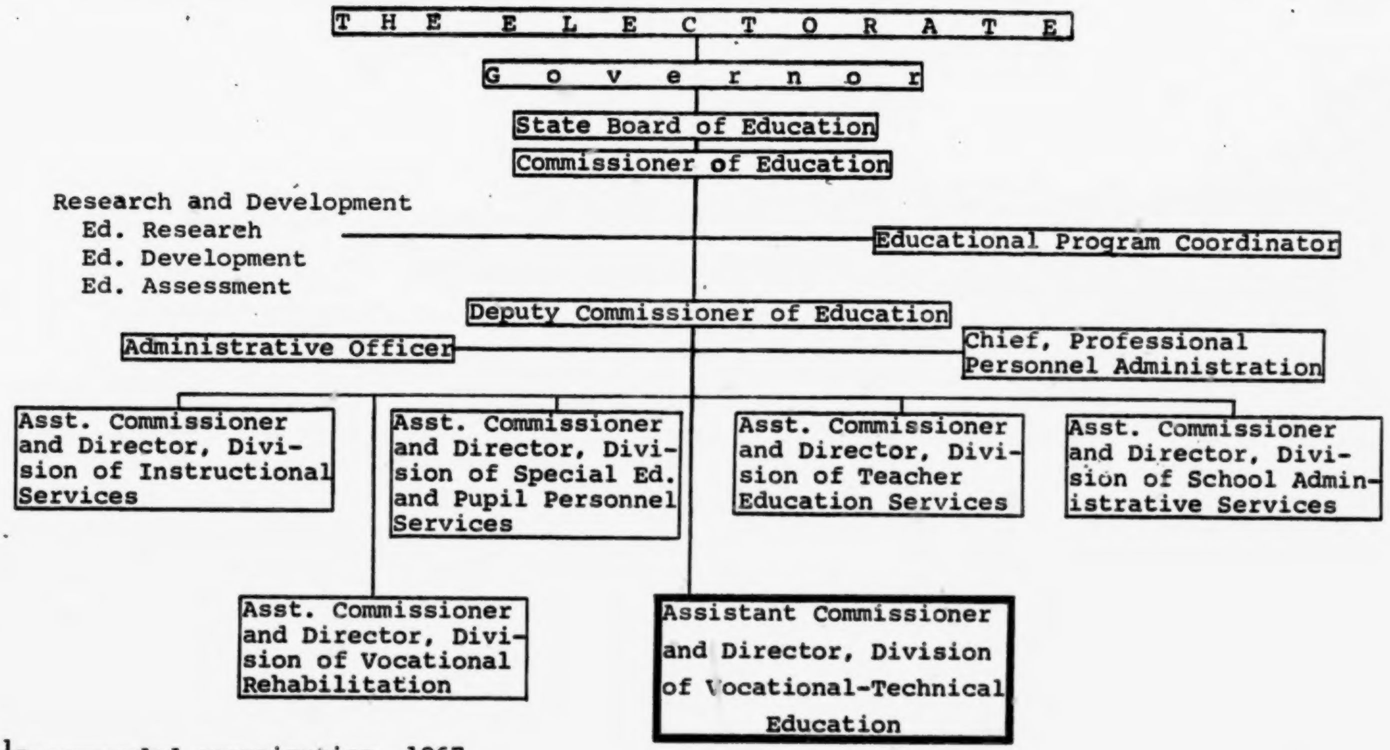
The State Superintendent of Public Instruction

The Commissioner of Education is the executive officer of the State Board of Education. He is appointed by the State Board of Education with the Governor's approval.

The State Director of Vocational Education

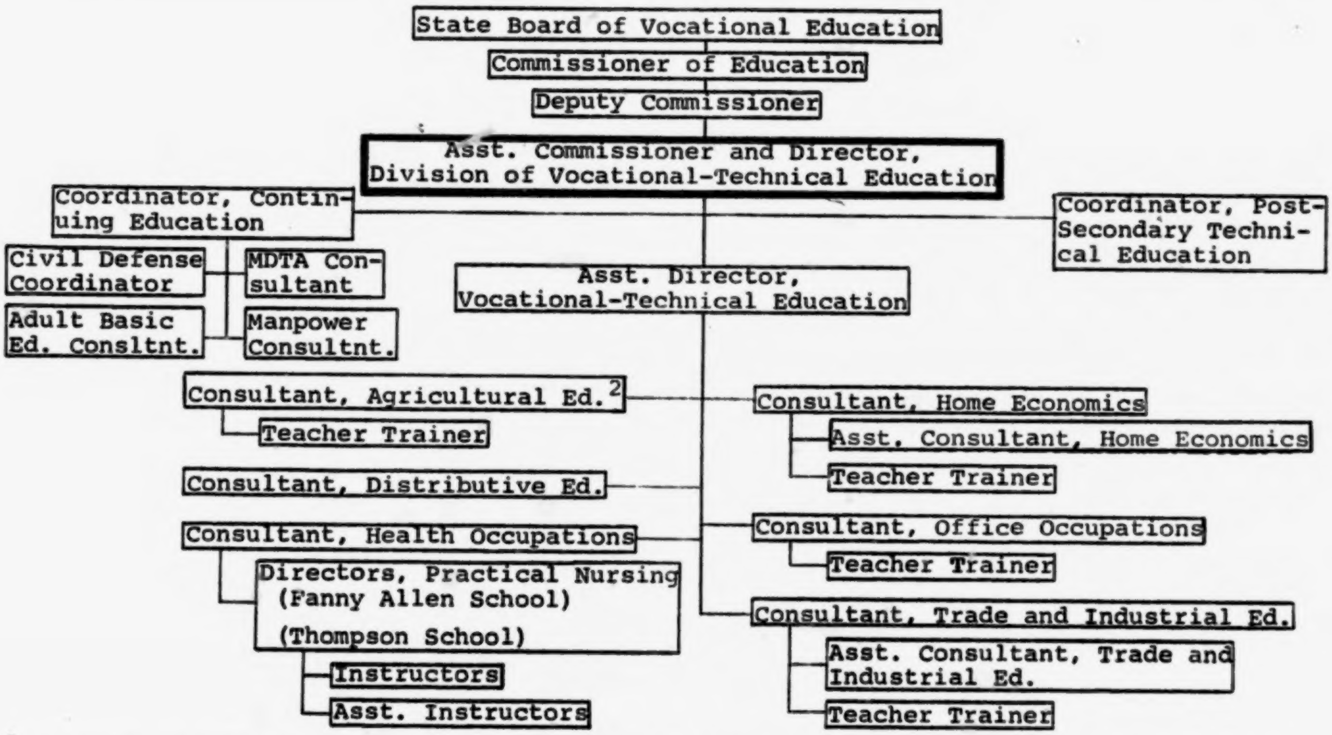
The State Director of Vocational Education is responsible, through the Commissioner of Education, to the State Board and the U. S. Office of Education for carrying out the provisions of the State Plan. He is appointed by the State Board upon the recommendation of the Commissioner in accordance with the personnel policies of the State.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION[1]


THE ELECTORATE
Governor
State Board of Education
Commissioner of Education
Research and Development
Ed. Research
Ed. Development
Ed. Assessment
Educational Program Coordinator
Deputy Commissioner of Education
Administrative Officer
Chief, Professional Personnel Administration
Asst. Commissioner and Director, Division of Instructional Services
Asst. Commissioner and Director, Division of Special Ed. and Pupil Personnel Services
Asst. Commissioner and Director, Division of Teacher Education Services
Asst. Commissioner and Director, Division of School Administrative Services
Asst. Commissioner and Director, Division of Vocational Rehabilitation
Assistant Commissioner and Director, Division of Vocational-Technical Education

[1] Recommended organization, 1967.

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board of Vocational Education
Commissioner of Education
Deputy Commissioner
Asst. Commissioner and Director, Division of Vocational-Technical Education
Coordinator, Continuing Education
Civil Defense Coordinator
MDTA Consultant
Adult Basic Ed. Consltnt.
Manpower Consultnt.
Coordinator, Post-Secondary Technical Education
Asst. Director, Vocational-Technical Education
Consultant, Agricultural Ed.[2]
Teacher Trainer
Consultant, Distributive Ed.
Consultant, Health Occupations
Directors, Practical Nursing (Fanny Allen School) (Thompson School)
Instructors
Asst. Instructors
Consultant, Home Economics
Asst. Consultant, Home Economics
Teacher Trainer
Consultant, Office Occupations
Teacher Trainer
Consultant, Trade and Industrial Ed.
Asst. Consultant, Trade and Industrial Ed.
Teacher Trainer

[1] Approved by State Board of Education in July 1967, subject to review and revision by State Department of Administration.

[2] The title "Consultant" is equivalent to "Supervisor" in many states.

(Vermont)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

Director of Vocational-Technical Education		1
Assistant Director of Vocational-Technical Education		1
Consultants		6
Agriculture Education	1	
Office and Distributive Education	1	
Health Occupations	1	
Home Economics Education	1	
Trade and Industrial Education	1	
MDT	1	
Assistant Consultants		3
Trade and Industrial Education	1	
MDT	1	
Home Economics	1	
Teacher Educator, Trade and Industrial		1
TOTAL		12

---

* Data for 1967-68 are given to conform with IV. Organization for the Administration of Vocational Education. Includes only staff based at Montpelier office.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		20	-	2	-	22	7
Merchandising		6	-	-	-	6	2
Health		-	15	6	-	21	7
Office		-	-	18	-	18	6
Technical		-	19	24	-	43	13
Industrial		63	-	51	-	114	36
Others Home Ec.		64	-	26	-	90	29
Total	Number	153	36	125	-	314	-
	Percent	49	12	39	-	-	100
Full-time							
Part-time							

(Vermont)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		614	-	160	-	774	5
Merchandising		322	-	-	-	322	3
Health		-	139	35	-	174	1
Office		-	-	375	-	375	3
Technical		119	234	351	-	704	5
Industrial		1322	13	1808	11	3143	20
Others H. Ec.		9021	-	632	32	9685	63
Total	Number	11398	386	3361	32	15177	-
	Percent	43	7	50	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		1	1	1	22	22
Merchandising		-	½	½	6	12
Health		1	-	1	21	21
Office		-	½	½	18	36
Technical		-	½	½	43	22
Industrial		2	2	2½	114	46
Others		2	-	2	90	45
Total	Number	6	2	8	314	35
	Percent	75	25	100	-	-

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	64	Community or Junior Colleges	0
Vocational Secondary Schools	0	Vocational-Technical Schools	3
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	0
Total Secondary Schools	64	Total Post-Secondary Schools	3
Combination Secondary and Post-Secondary Schools	0	TOTAL	67

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	453,000	48	567,000	27	8
State Funds	247,000	25	912,000	43	90
Federal Funds	256,000	27	629,000	30	49
TOTAL	956,000	100	2,108,000	100	40

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	75,000	8	112,000	5	16
Teacher Education Institutions	24,000	2	29,000	2	7
TOTAL for State Agencies	99,000	10	141,000	7	14
Schools:					
Capital Outlay	26,000	3	815,000	39	1,012
Current Expenses	831,000	87	1,152,000	54	13
TOTAL	857,000	90	1,967,000	93	43
TOTAL—All Agencies	956,000	100	2,108,000	100	40

(Vermont)

VIRGINIA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Virginia states that "The General Assembly shall establish and maintain an efficient system of public free schools throughout the State." (Article IX, Section 129)

"The general supervision of the school system shall be vested in a State Board of Education," composed of seven members appointed by the Governor with the approval of the General Assembly. (Article IX, Section 130) The General Assembly "may establish agricultural, normal, manual training and technical schools..." (Article IX, Section 137)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." and designates the State Board of Education as the State Board for Vocational Education (Title 22-319), which may establish a separate department of vocational education. (Title 22-322)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

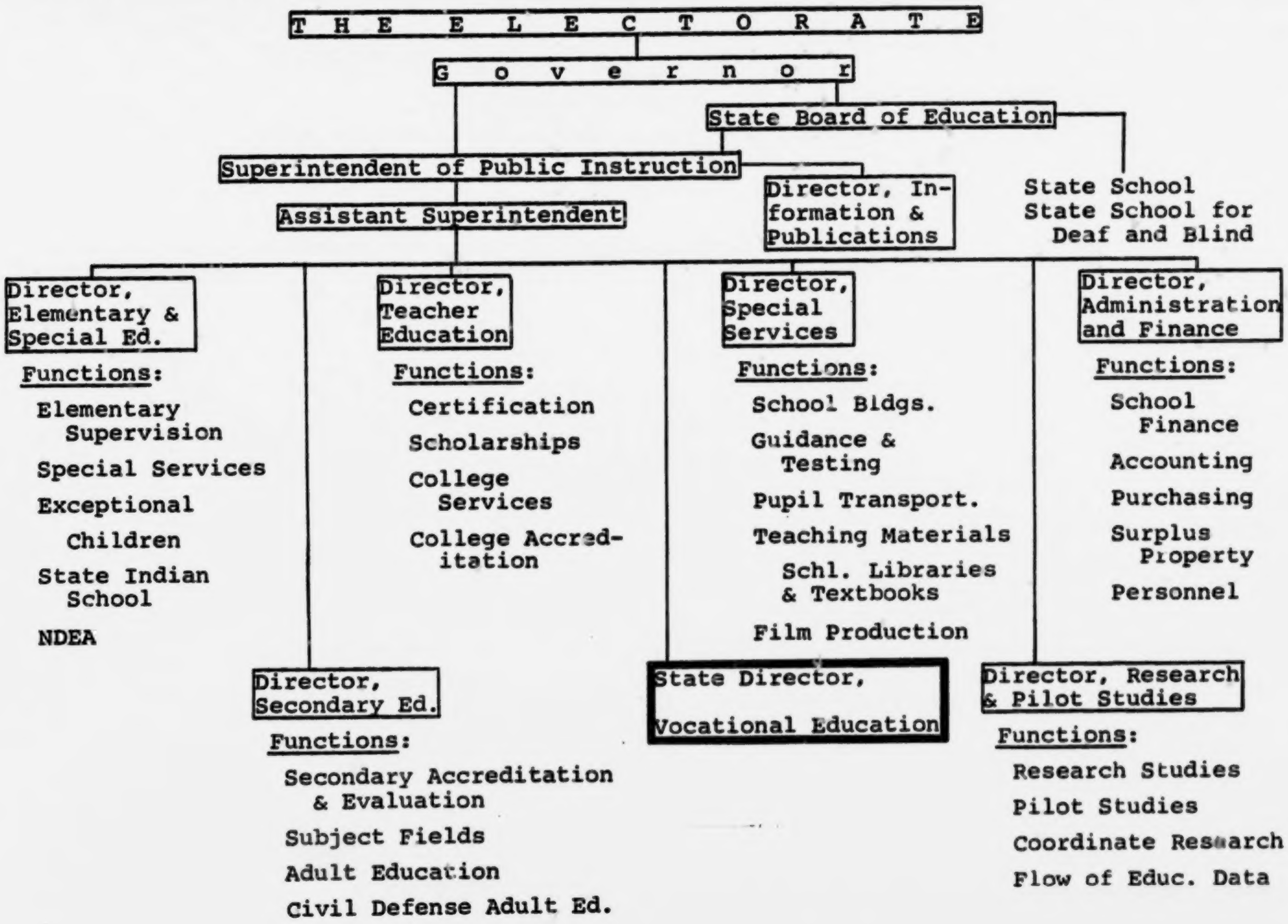
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is Secretary to the Board of Education. He is appointed by the Governor subject to confirmation by the General Assembly.

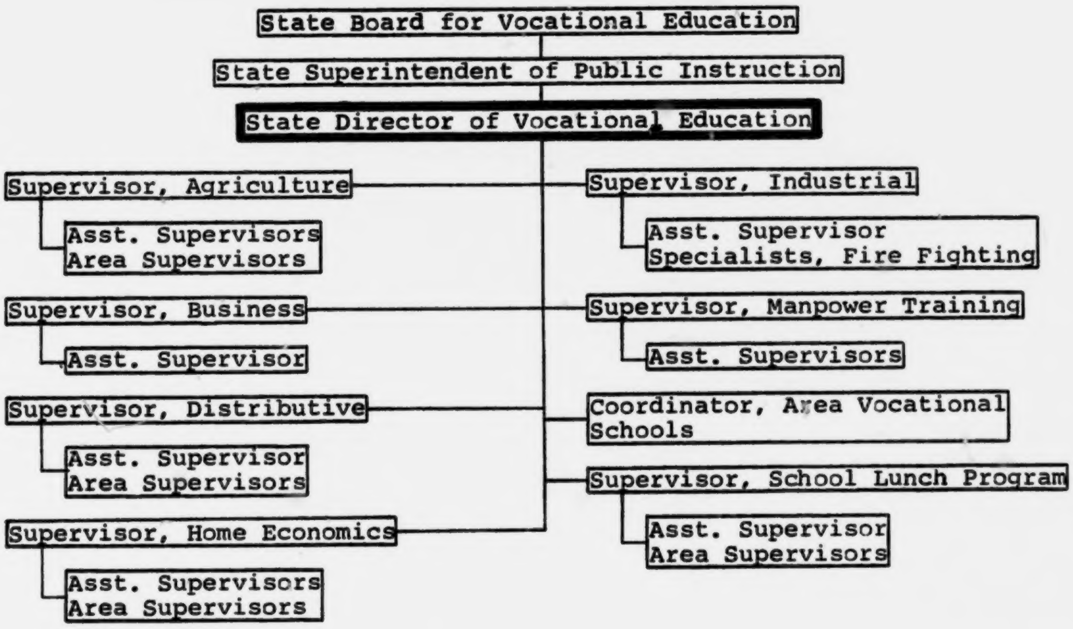
The State Director of Vocational Education

The State Director of Vocational Education is appointed by the State Superintendent of Public Instruction, with approval by the State Board of Education, to administer the State program of vocational education.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
Superintendent of Public Instruction
Assistant Superintendent
Director, Information & Publications
State School
State School for Deaf and Blind
Director, Elementary & Special Ed.
Functions:
Elementary Supervision
Special Services
Exceptional Children
State Indian School
NDEA
Director, Teacher Education
Functions:
Certification
Scholarships
College Services
College Accreditation
Director, Special Services
Functions:
School Bldgs.
Guidance & Testing
Pupil Transport.
Teaching Materials
Schl. Libraries & Textbooks
Film Production
Director, Administration and Finance
Functions:
School Finance
Accounting
Purchasing
Surplus Property
Personnel
Director, Secondary Ed.
Functions:
Secondary Accreditation & Evaluation
Subject Fields
Adult Education
Civil Defense Adult Ed.
State Director, Vocational Education
Director, Research & Pilot Studies
Functions:
Research Studies
Pilot Studies
Coordinate Research
Flow of Educ. Data

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Instruction
State Director of Vocational Education
Supervisor, Agriculture
Asst. Supervisors
Area Supervisors
Supervisor, Business
Asst. Supervisor
Supervisor, Distributive
Asst. Supervisor
Area Supervisors
Supervisor, Home Economics
Asst. Supervisors
Area Supervisors
Supervisor, Industrial
Asst. Supervisor
Specialists, Fire Fighting
Supervisor, Manpower Training
Asst. Supervisors
Coordinator, Area Vocational Schools
Supervisor, School Lunch Program
Asst. Supervisor
Area Supervisors

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

Director, Division of Vocational Education		1
Supervisors		7
Agriculture Education	1	
Business	1	
Distributive Education	1	
Home Economics	1	
Industrial	1	
Manpower Training Program	1	
School Lunch Program	1	
Assistant Supervisors		13
Agriculture	2	
Business	1	
Distributive Education	1	
Home Economics	1	
Industrial	6	
Manpower Training Program	1	
School Lunch Program	1	
Coordinator		1
Area Vocational Schools	1	
Area Supervisors		24
Agriculture	7	
Distributive Education	3	
Home Economics	7	
School Lunch Program	7	
Specialists		2
Industrial Education	2	
TOTAL		48

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS 1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		329	-	27	-	356	12
Merchandising		189	5	306	-	500	17
Health		17	68	14	1	100	3
Office		730	32	46	-	813	28
Technical		7	69	54	-	130	5
Industrial		270	71	53	11	405	14
Others	Home Ec.	603	-	-	-	603	21
Total	Number	2145	245	500	17	2907	-
	Percent	-	-	-	-	-	100
Full-time							
Part-time							

(Virginia)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		12861	-	7320	-	20181	17
Merchandising		7599	100	22388	40	30127	26
Health		409	1097	502	13	2021	2
Office		33201	576	4306	141	38224	32
Technical		157	1460	695	-	2312	2
Industrial		7169	1699	15717	615	25200	21
Others		-	-	-	-	-	-
Total	Number	61396	4932	50928	809	118065	-
	Percent	52	4	43	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		10	-	10	356	36
Merchandising		5	-	5	500	100
Health		2	-	2	100	50
Office		2	-	2	813	407
Technical		1	-	1	130	130
Industrial		9	-	9	405	45
Others		-	-	-	-	-
Total	Number	29	-	29	2304	79
	Percent	100	-	100	-	-

(Virginia)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	413	Community or Junior Colleges	1
Vocational Secondary Schools	5	Vocational-Technical Schools	4
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	4
Total Secondary Schools	418	Total Post-Secondary Schools	9
Combination Secondary and Post-Secondary Schools	4	TOTAL	431

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION*

Sources of Funds	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	2,751,000	32	7,385,000	38	168
State Funds	4,454,000	52	6,396,000	33	44
Federal Funds	1,334,000	16	5,656,000	29	324
TOTAL	8,539,000	100	19,437,000	100	128

Expenditures	1962-63		1965-66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	314,000	4	513,000	3	63
Teacher Education Institutions	254,000	3	567,000	3	123
TOTAL for State Agencies	568,000	7	1,080,000	6	90
Schools:					
Capital Outlay	155,000	2	6,613,000	34	4,166
Current Expenses	7,816,000	91	11,744,000	60	50
TOTAL	7,971,000	93	18,357,000	94	130
TOTAL—All Agencies	8,539,000	100	19,437,000	100	128

* Data for 1965-66 have not been fully verified and may contain minor errors.

(Virginia)

WASHINGTON

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Washington states that "the Legislature shall provide for a general and uniform system of public schools." (Article IX, Section 2)

In March 1967, the Legislature created a Coordinating Council for Occupational Education to serve as the sole agency of the State for the receipt of Federal funds for vocational education and vocational rehabilitation, having the power to administer the State Plan for Vocational Education. (New Section 16)

The Coordinating Council for Occupational Education shall consist of nine members to be chosen by July 1, 1967. Three members shall be selected by the State Board of Education from its membership; three, selected by the State Board for Community College Education; and three members to be appointed by the Governor, one of whom shall represent labor and one representing management. (New Section 17)

The State Board of Education shall have the power to authorize school districts to offer vocational education programs at the high school level. (Section 24)

The State Board for Community College Education, created in March 1967, shall have the authority to ensure that each community college district "offers realistic and practical courses in occupational education" except when such a program as approved by the Coordinating Council is already operating in the district. (New Section 9,(3)a)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

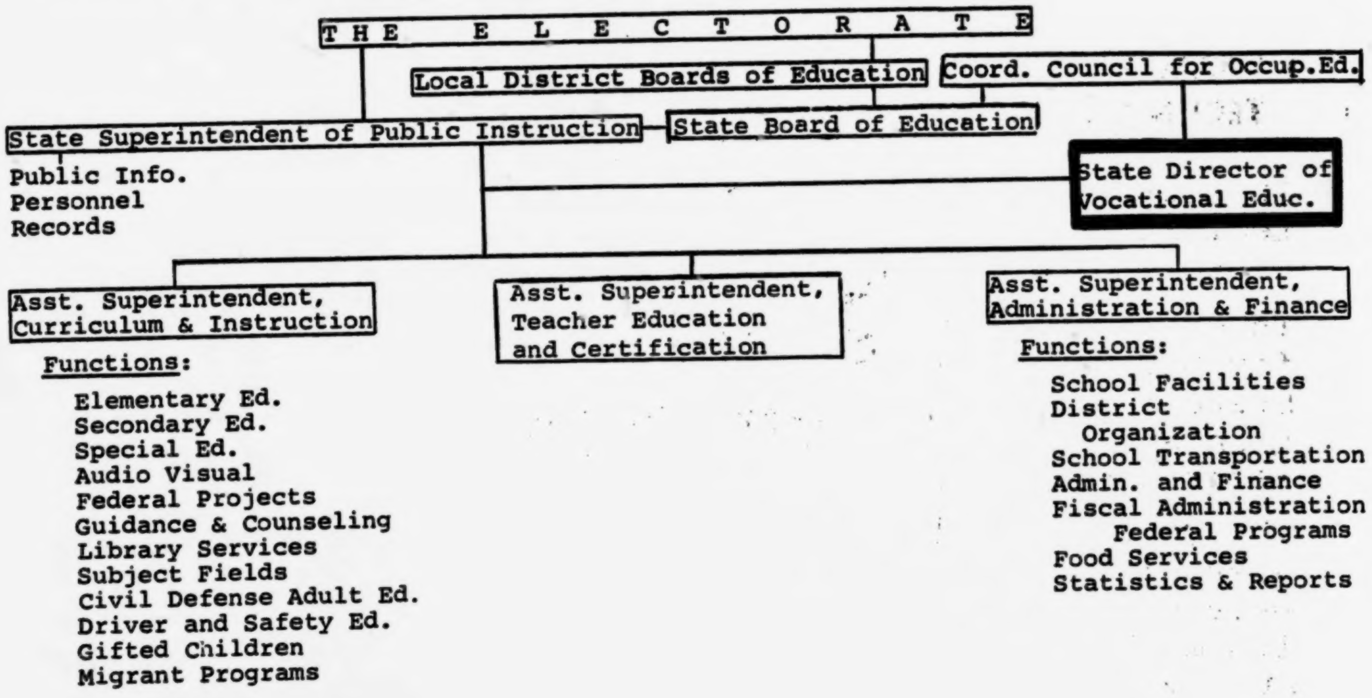
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education. He is elected on a nonpartisan basis for a four-year term.

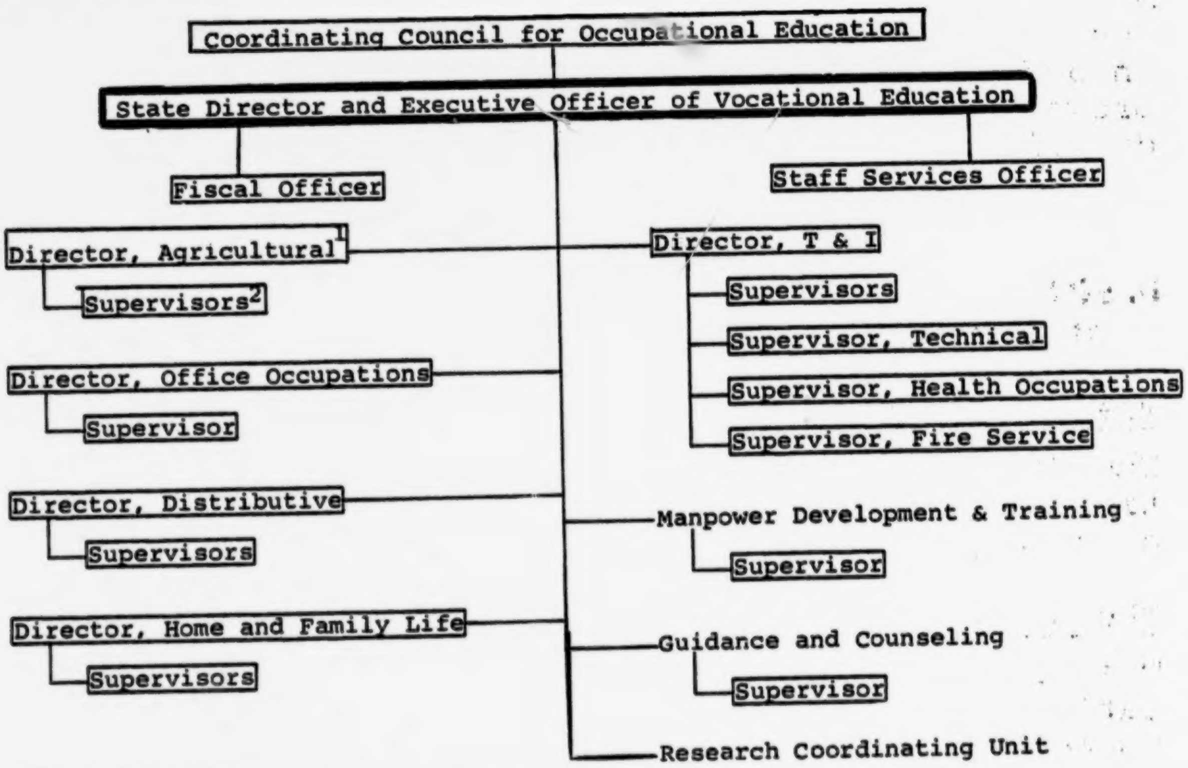
The State Director of Vocational Education

The new legislation establishes a division of vocational education under the direction and control of the Coordinating Council. (New Section 19) The director of the division of vocational education shall be appointed by and serve at the pleasure of the Coordinating Council for Occupational Education. The director shall serve as secretary to the Coordinating Council.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Local District Boards of Education
Coord. Council for Occup.Ed.
State Superintendent of Public Instruction
State Board of Education
Public Info.
Personnel
Records
State Director of Vocational Educ.
Asst. Superintendent, Curriculum & Instruction
Functions:
Elementary Ed.
Secondary Ed.
Special Ed.
Audio Visual
Federal Projects
Guidance & Counseling
Library Services
Subject Fields
Civil Defense Adult Ed.
Driver and Safety Ed.
Gifted Children
Migrant Programs
Asst. Superintendent, Teacher Education and Certification
Asst. Superintendent, Administration & Finance
Functions:
School Facilities
District Organization
School Transportation
Admin. and Finance
Fiscal Administration
Federal Programs
Food Services
Statistics & Reports

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


Coordinating Council for Occupational Education
State Director and Executive Officer of Vocational Education
Fiscal Officer
Staff Services Officer
Director, Agricultural[1]
Supervisors[2]
Director, T & I
Supervisors
Supervisor, Technical
Supervisor, Health Occupations
Supervisor, Fire Service
Director, Office Occupations
Supervisor
Director, Distributive
Supervisors
Manpower Development & Training
Supervisor
Director, Home and Family Life
Supervisors
Guidance and Counseling
Supervisor
Research Coordinating Unit

---

[1] The title "Director" is equivalent to "Supervisor" in many states.
[2] The title "Supervisor" is equivalent to "Asst. Supervisor" in many states.

(Washington)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

Director, Vocational Education		1
Directors		5
Agriculture Education	1	
Office Occupations	1	
Distributive Education	1	
Home and Family Life	1	
Trade and Industrial	1	
Supervisors		27
Agriculture Education	7	
Office Occupations	1	
Home and Family Life	7	
Trade and Industrial	4	
Technical	1	
Health Occupations	1	
Fire Service	1	
Manpower Development and Training	1	
Guidance and Counseling	1	
Distributive	3	
TOTAL		33

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		(155)†	-	(72)	-	227	9
Merchandising		-	(114)	(150)	-	264	10
Health		-	(125)	-	-	125	5
Office		(168)	(441)	(58)	-	667	26
Technical		-	(373)	-	-	373	14
Industrial		(295)	-	(431)	(220)	946	36
Others		-	-	-	-	-	-
Total	Number	(618)	(1053)	(711)	(220)	2602	-
	Percent	24	41	27	8	-	100
Full-time							
Part-time							

† Figures in parentheses are estimates only.

(Washington)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		8715	60	1408	35	10218	10
Merchandising		2076	805	4718	-	7599	7
Health		35	1601	977	-	2613	3
Office		9300	6240	12147	-	27687	26
Technical		33	10580	286	-	10899	10
Industrial		1648	36505	7949	-	46102	44
Others		-	-	-	-	-	-
Total	Number	21807	55791	27485	35	105118	-
	Percent	21	53	26	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		9	-	9	227	25
Merchandising		3	2	5	264	53
Health		1	1	2	125	63
Office		2	-	2	667	334
Technical		1	-	1	373	373
Industrial		5	-	5	946	189
Others		-	-	-	-	-
Total	Number	21	3	24	2602	108
	Percent	88	12	100	-	-

(Washington)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	286	Community or Junior Colleges	18
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	0
Total Secondary Schools	286	Total Post-Secondary Schools	18
Combination Secondary and Post-Secondary Schools	6	TOTAL	310

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
Local School District or Institution	4,969,000	65	7,106,000	49	14
State Funds	1,590,000	21	3,677,000	26	44
Federal Funds	1,121,000	14	3,649,000	25	75
TOTAL	7,680,000	100	14,432,000	100	29

Expenditures	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
State Division of Vocational Education	415,000	6	658,000	4	19
Teacher Education Institutions	94,000	1	228,000	2	48
TOTAL for State Agencies	509,000	7	886,000	6	25
Schools:					
Capital Outlay	539,000	7	1,732,000	12	74
Current Expenses	6,632,000	86	11,814,000	82	26
TOTAL	7,171,000	93	13,546,000	94	30
TOTAL—All Agencies	7,680,000	100	14,432,000	100	29

(Washington)

WEST VIRGINIA

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of West Virginia states that "The Legislature shall provide, by general law, for a thorough and efficient system of free schools." (Article XII, Section 1)

"The general supervision of the free schools of the State shall be vested in the West Virginia Board of Education which shall perform such duties as may be prescribed by law. The Board shall consist of nine members to be appointed by the Governor, with the advice and consent of the Senate." (Article XII, Section 2)

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." and designates the State Board of Education as the State Board for Vocational Education, (Titles 18-10-5 and 18-2B-2) which has general authority to accept future funds relating to vocational education. (Title 18-10-8)

The West Virginia Plan for Vocational Education was adopted by the State Board for Vocational Education on February 4, 1965.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

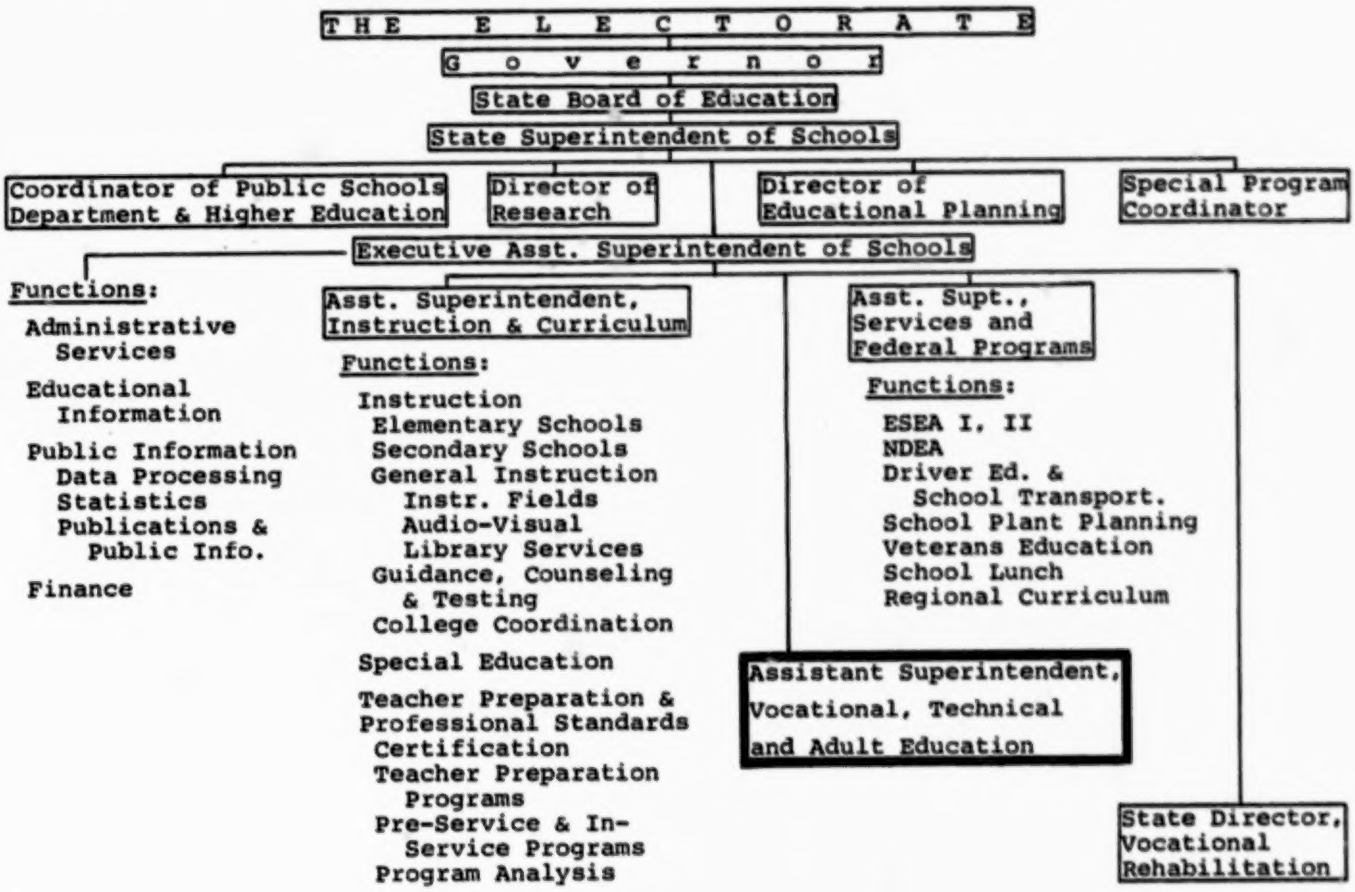
The State Superintendent of Public Instruction

The State Superintendent of Free Schools is the executive officer of the State Board of Education. He is appointed to office by the State Board.

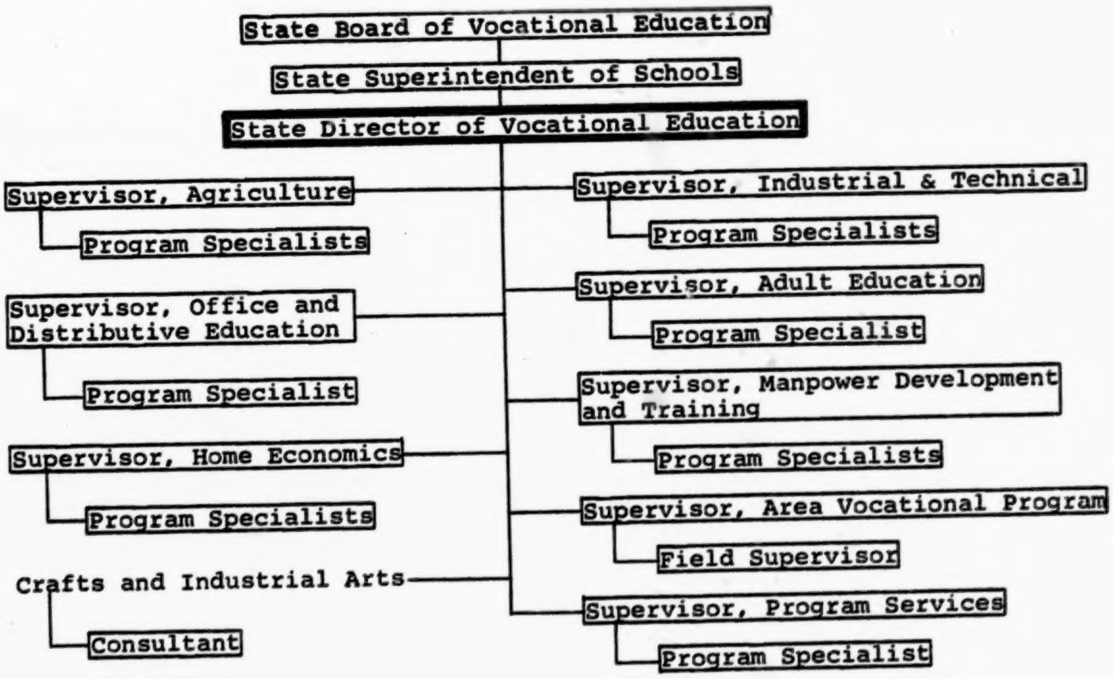
The State Director of Vocational Education

The State Director of Vocational Education is employed by the State Board of Education for the administration of the State program of vocational education and is responsible to the State Board through the State Superintendent.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Superintendent of Schools
Coordinator of Public Schools Department & Higher Education
Director of Research
Director of Educational Planning
Special Program Coordinator
Executive Asst. Superintendent of Schools
Functions:
Administrative Services
Educational Information
Public Information
Data Processing
Statistics
Publications & Public Info.
Finance
Asst. Superintendent, Instruction & Curriculum
Functions:
Instruction
Elementary Schools
Secondary Schools
General Instruction
Instr. Fields
Audio-Visual
Library Services
Guidance, Counseling & Testing
College Coordination
Special Education
Teacher Preparation & Professional Standards
Certification
Teacher Preparation Programs
Pre-Service & In-Service Programs
Program Analysis
Asst. Supt., Services and Federal Programs
Functions:
ESEA I, II
NDEA
Driver Ed. & School Transport.
School Plant Planning
Veterans Education
School Lunch
Regional Curriculum
Assistant Superintendent, Vocational, Technical and Adult Education
State Director, Vocational Rehabilitation

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board of Vocational Education
State Superintendent of Schools
State Director of Vocational Education
Supervisor, Agriculture
Program Specialists
Supervisor, Office and Distributive Education
Program Specialist
Supervisor, Home Economics
Program Specialists
Crafts and Industrial Arts
Consultant
Supervisor, Industrial & Technical
Program Specialists
Supervisor, Adult Education
Program Specialist
Supervisor, Manpower Development and Training
Program Specialists
Supervisor, Area Vocational Program
Field Supervisor
Supervisor, Program Services
Program Specialist

(West Virginia)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

Assistant Superintendent and Director, Vocational Education		1
State Supervisors		8
Agriculture Education	1	
Homemaking Education	1	
Office and Distributive Education	1	
Industrial and Technical Education	1	
Adult Education	1	
MDT	1	
Area Vocational Programs	1	
Program Services	1	
Consultant, Crafts and Industrial Arts		1
Program Specialists		13
Agriculture Education	3	
Office and Distributive Education	1	
Home Economics Education	3	
Industrial and Technical Education	2	
MDT	2	
Adult Education	1	
Program Services	1	
Field Supervisor, Area Vocational Programs		1
TOTAL		24

---

* Data for 1966-1967 are given to conform with IV. Organization for the Administration of Vocational Education

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS

1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		104	-	12	1	117	17
Merchandising		9	-	38	-	47	7
Health		-	19	11	-	30	4
Office		161	-	17	-	178	26
Technical		14	19	9	-	42	6
Industrial		115	-	161	2	278	40
Others		-	-	-	-	-	-
Total	Number	403	38	248	3	692	-
	Percent	56	6	38	f	-	100
Full-time		401	38	1	3	443	64
Part-time		2	-	247	-	249	36

(West Virginia)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		5072	-	658	29	5759	18
Merchandising		248	-	1231	-	1479	5
Health		17	249	156	-	422	1
Office		12974	-	606	-	13580	42
Technical		368	247	341	-	956	3
Industrial		3802	-	6100	65	9967	31
Others		-	-	-	-	-	-
Total	Number	22481	496	9092	94	32163	-
	Percent	70	2	28	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		4	-	4	117	29
Merchandising		-	1	1	47	47
Health		-	1	1	30	30
Office		-	1	1	178	178
Technical		-	-	-	42	-
Industrial		3	1	4	278	70
Others		-	-	-	-	-
Total	Number	7	4	11	692	63
	Percent	64	36	100	-	-

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	180	Community or Junior Colleges	1
Vocational Secondary Schools	0	Vocational-Technical Schools	1
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	7	Universities or Colleges	2
Total Secondary Schools	187	Total Post-Secondary Schools	4
Combination Secondary and Post-Secondary Schools	0	TOTAL	191

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
Local School District or Institution	1,575,000	61	4,642,000	55	65
State Funds	451,000	17	5,811,000	10	27
Federal Funds	570,000	22	2,918,000	35	137
TOTAL	2,596,000	100	8,371,000	100	74

Expenditures	1962–63 Amount	1962–63 Percent	1965–66 Amount	1965–66 Percent	Average Annual Percent Increase
State Division of Vocational Education	184,000	7	206,000	3	4
Teacher Education Institutions	99,000	4	86,000	1	-4
TOTAL for State Agencies	283,000	11	292,000	4	1
Schools:					
Capital Outlay	-	∞	3,455,000	41	∞
Current Expenses	2,313,000	89	4,624,000	55	-
TOTAL	2,313,000	89	8,079,000	96	33
TOTAL—All Agencies	2,596,000	100	8,371,000	100	74

(West Virginia)

WISCONSIN

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Wisconsin states that "The Legislature shall provide by law for the establishment of district schools, which shall be as nearly uniform as practicable..." (Article X, Section 3)

It further states that "The supervision of public instruction shall be vested in a State Superintendent and such other officers as the Legislature shall direct..." (Article X, Section 1)

Under Section 41.13 "There is created a state board of vocational, technical and adult education" composed of eleven members, nine appointed by the Governor, three of whom must be employers, three skilled employees, three farmers, a member of the industrial commission and the State Superintendent of Public Instruction or his representative. The term of appointive members shall be six years, and regular terms shall commence on the first day of July. Terms are staggered.

"The Board shall execute the provisions of the U.S. vocational education act and any Federal statutes pertaining to vocational, technical and adult education and amendatory or supplementary acts thereto, and is empowered with full authority so to cooperate..."

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

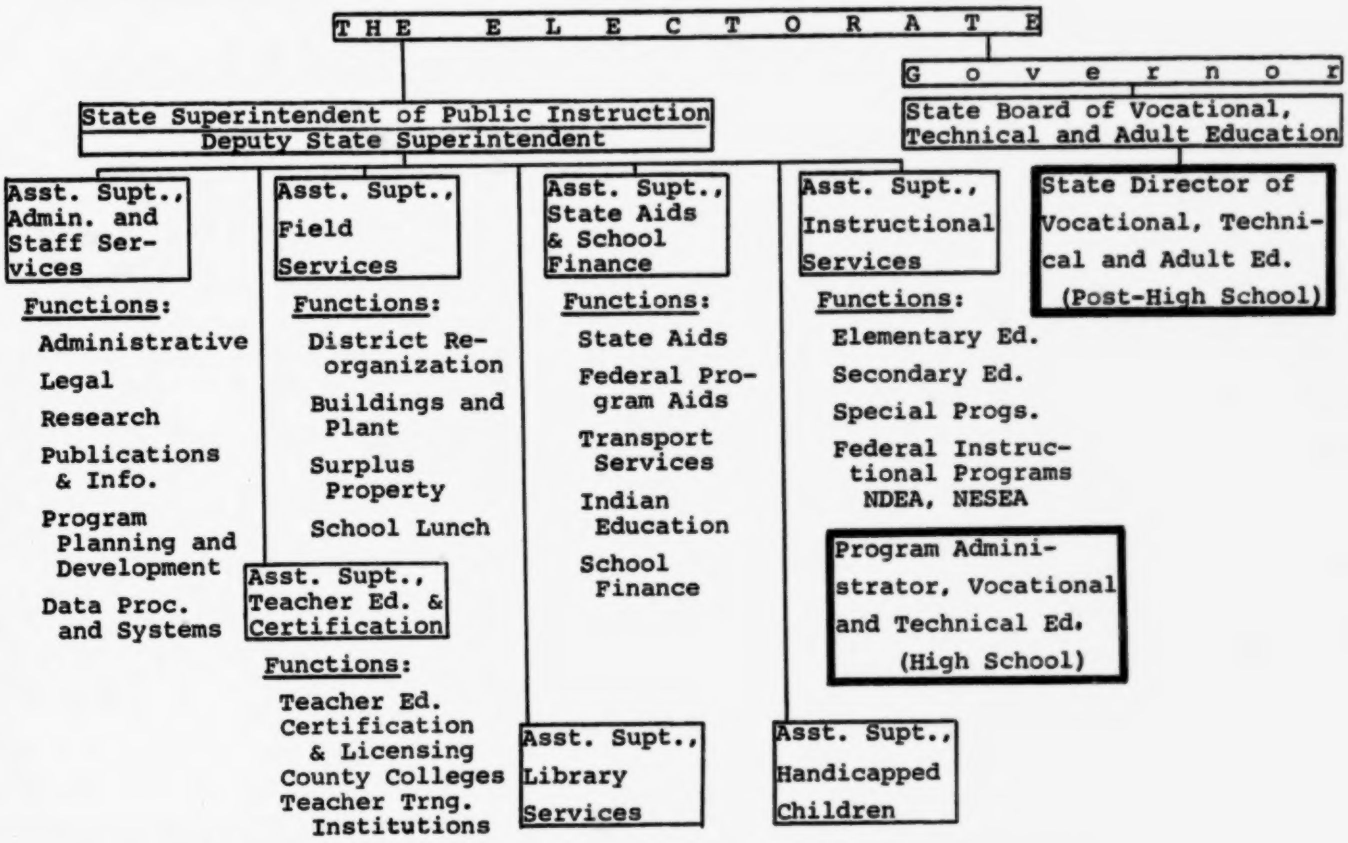
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction serves as a member of the State Board of Vocational and Adult Education. He is elected on a nonpartisan basis for a four-year term by the qualified voters of the State and can succeed himself in office.

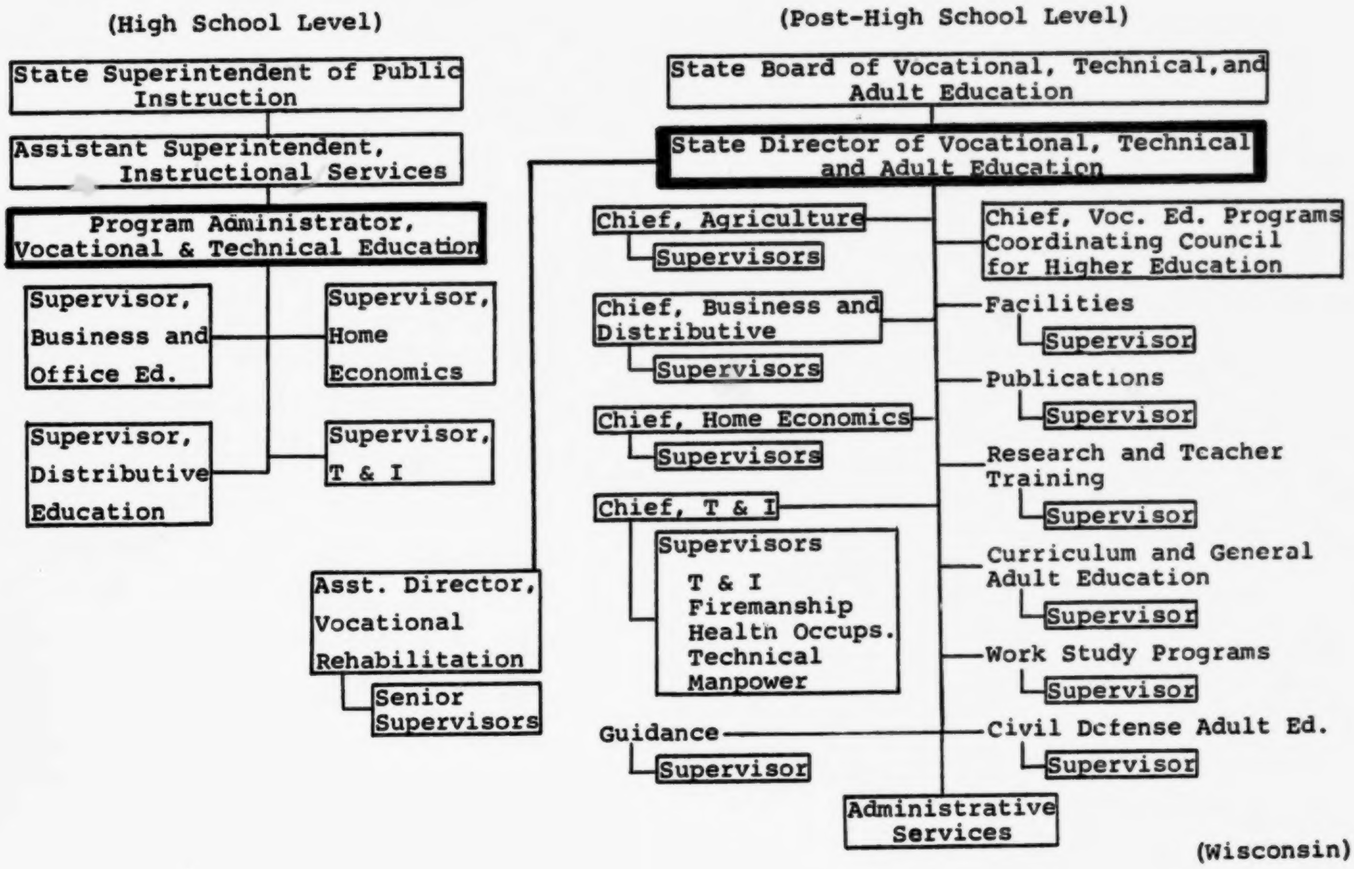
The State Director of Vocational Education

The State Director of Vocational Education is the executive officer of the State Board of Vocational and Adult Education. He is appointed by the State Board to administer all policies on behalf of the State.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Superintendent of Public Instruction
Deputy State Superintendent
State Board of Vocational, Technical and Adult Education
Asst. Supt., Admin. and Staff Services
Functions:
Administrative
Legal
Research
Publications & Info.
Program Planning and Development
Data Proc. and Systems
Asst. Supt., Field Services
Functions:
District Reorganization
Buildings and Plant
Surplus Property
School Lunch
Asst. Supt., Teacher Ed. & Certification
Functions:
Teacher Ed.
Certification & Licensing
County Colleges
Teacher Trng. Institutions
Asst. Supt., State Aids & School Finance
Functions:
State Aids
Federal Program Aids
Transport Services
Indian Education
School Finance
Asst. Supt., Library Services
Asst. Supt., Instructional Services
Functions:
Elementary Ed.
Secondary Ed.
Special Progs.
Federal Instructional Programs NDEA, NESEA
Program Administrator, Vocational and Technical Ed. (High School)
Asst. Supt., Handicapped Children
State Director of Vocational, Technical and Adult Ed. (Post-High School)

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


(High School Level)
State Superintendent of Public Instruction
Assistant Superintendent, Instructional Services
Program Administrator, Vocational & Technical Education
Supervisor, Business and Office Ed.
Supervisor, Home Economics
Supervisor, Distributive Education
Supervisor, T & I
(Post-High School Level)
State Board of Vocational, Technical, and Adult Education
State Director of Vocational, Technical and Adult Education
Chief, Agriculture
Supervisors
Chief, Business and Distributive
Supervisors
Chief, Home Economics
Supervisors
Chief, T & I
Supervisors T & I Firemanship Health Occups. Technical Manpower
Asst. Director, Vocational Rehabilitation
Senior Supervisors
Guidance
Supervisor
Chief, Voc. Ed. Programs Coordinating Council for Higher Education
Facilities
Supervisor
Publications
Supervisor
Research and Teacher Training
Supervisor
Curriculum and General Adult Education
Supervisor
Work Study Programs
Supervisor
Civil Defense Adult Ed.
Supervisor
Administrative Services

(Wisconsin)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		17463	91	6550	-	24104	22
Merchandising		81	1506	4998	7	6592	6
Health		-	975	1569	-	2544	2
Office		2074	8832	17120	-	28026	26
Technical		-	4701	-	-	4701	4
Industrial		774	5596	35691	552	42613	39
Others Home Ec.		23	254	-	-	277	1
Total	Number	20415	21955	65928	559	108857	-
	Percent	19	20	60	1	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS *
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		4	-	4	303	76
Merchandising		3	-	3	293	98
Health		1	-	1	192	192
Office		2	-	2	973	486
Technical		1	-	1	472	472
Industrial		6	-	6	1301	217
Others		-	-	-	-	-
Total	Number	17	-	17	3534	208
	Percent	100	-	100	-	-

* Includes only supervisors assigned to specific programs. Does not include supporting personnel. (Wisconsin)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION *

(Secondary Level)		
Program Administrator, Vocational-Technical Education		1
Supervisors		4
Distributive Education	1	
Business and Office Practice	1	
Trade and Industry Education	1	
Home Economics Education	1	
(Post-Secondary Level)		
Director, Vocational-Technical Education, Adult Education		1
Assistant Director, Vocational Rehabilitation		1
Chiefs		5
Agriculture Education	1	
Distributive and Business Ed.	1	
Home Economics Education	1	
Trade and Industrial Ed.	1	
Vocational Education Programs and Coordinating Committee for Higher Education	1	
Supervisors		25
Agriculture Education	3	
Distributive and Business Education	2	
Home Economics Education	2	
Trade and Industrial Ed.	2	
Firemanship Training	2	
Health Occupations	1	
Technical Ed. and Manpower	1	
Manpower Development	3	
Facilities	1	
Publications	1	
Research and Teacher Training	1	
Curriculum and General Adult Education	1	
Work-Study Programs	1	
Civil Defense Adult Ed.	3	
Occupational Information and Guidance	1	
Administrative Services		6
Senior Supervisors, Vocational Rehabilitation		4
District Supervisors, Vocational Rehabilitation		5
TOTAL		52

---

* The SDVE is responsible only for post-secondary vocational education. The responsibility for secondary vocational education lies within the State Department of Public Instruction.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		289	1	13	-	303	9
Merchandising		17	84	192	-	293	8
Health		-	101	91	-	192	5
Office		78	352	543	-	973	28
Technical		-	300	172	-	472	13
Industrial		72	242	987	-	1301	37
Others		-	-	-	-	-	-
Total	Number	456	1080	1998	-	3534	-
	Percent	13	31	56	-	-	100
Full-time		448	499	69	-	1016	29
Part-time		8	581	1929	-	2518	71

(Wisconsin)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	374	Community or Junior Colleges	1
Vocational Secondary Schools	1	Vocational-Technical Schools	63
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	0
Total Secondary Schools	375	Total Post-Secondary Schools	64
Combination Secondary and Post-Secondary Schools	0	TOTAL	439

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION *

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	4,503,000	63	9,165,000	46	35
State Funds	984,000	14	5,477,000	28	152
Federal Funds	1,622,000	23	5,119,000	26	72
TOTAL	7,109,000	100	19,761,000	100	59

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	225,000	3	501,000	3	41
Teacher Education Institutions	-	∞	34,000	∞	∞
TOTAL for State Agencies	225,000	3	535,000	3	46
Schools:					
Capital Outlay	405,000	6	6,538,000	33	505
Current Expenses	6,479,000	91	12,688,000	64	32
TOTAL	6,884,000	97	19,226,000	97	60
TOTAL—All Agencies	7,109,000	100	19,761,000	100	59

* Data for 1965-66 have not been fully verified and may contain minor errors. (Wisconsin)

WYOMING

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

The Constitution of the State of Wyoming states that "The Legislature shall provide for the establishment and maintenance of a complete and uniform system of public instruction." (Article VII, Section 1)

"The general supervision of the public schools shall be entrusted to the State Superintendent of Public Instruction" (Article VII, Section 4), who is elected on a partisan basis for a four-year term. He is permitted to succeed himself.

The State Board of Education is composed of nine members, at least one of whom shall be from each judicial district on a county rotation basis. One member shall be appointed at large and be a certified classroom teacher at the time of appointment. The other seven members shall be appointed from among the lay citizens of the State. All State Board members are appointed by the Governor with the approval of the State Senate. All members shall be eligible for reappointment after serving a six-year term. Members are appointed on a rotating basis (staggered terms).

The State accepts an act of Congress entitled, "An act to provide for the promotion of vocational education..." and designates the State Board of Education as the State Board for Vocational Education. (Titles 21-312 and 21-303)

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

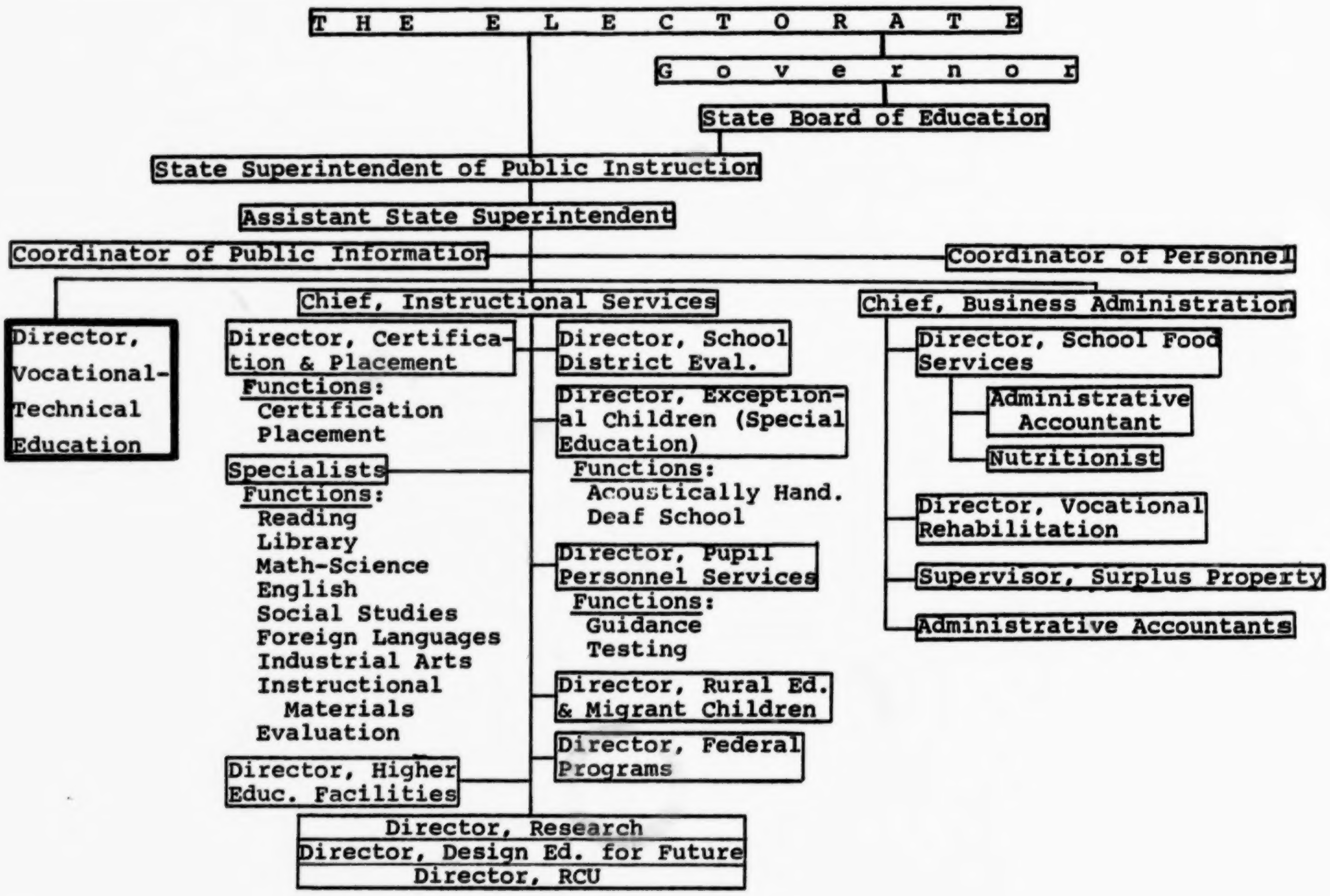
The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is the executive officer of the State Board of Education. He is elected by the people of the State for a four-year term.

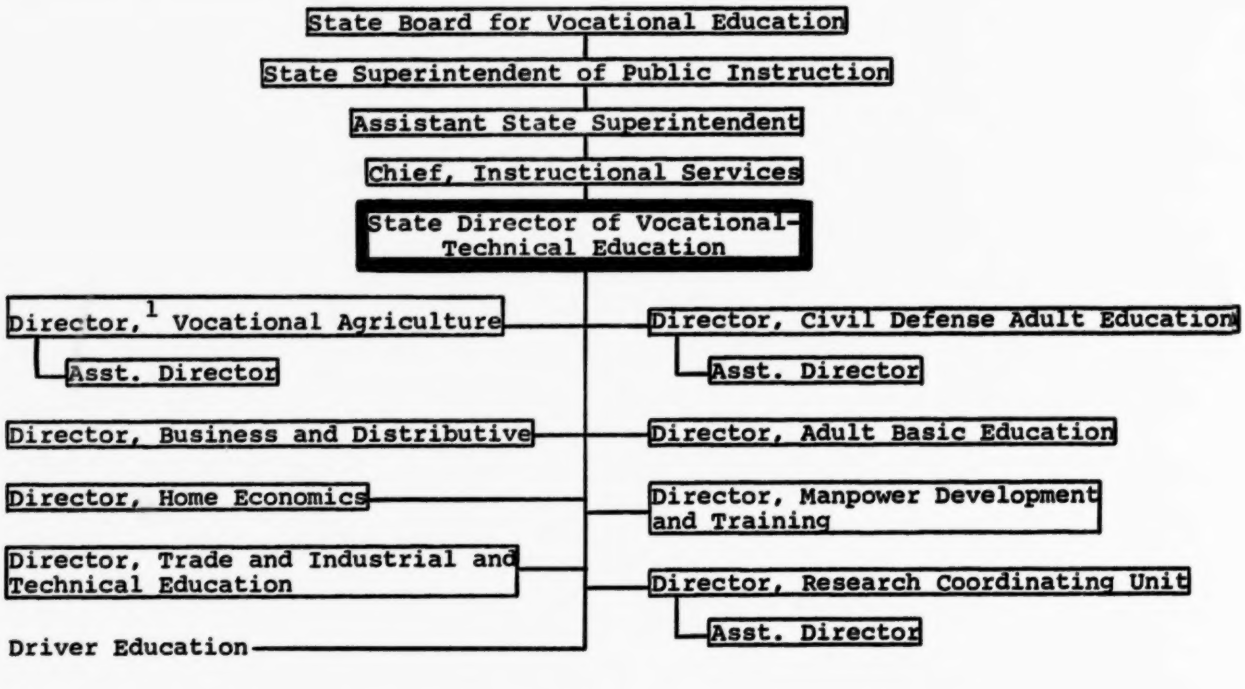
The State Director of Vocational Education

The State Director of Vocational Education administers the State Plan, under the direction of the State Superintendent of Public Instruction and the State Board, in accordance with State laws and regulations on budgets, personnel and reporting. He is appointed by the State Board of Education upon recommendation of the State Superintendent of Public Instruction and in accordance with personnel policies of the Department of Education.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
State Board of Education
State Superintendent of Public Instruction
Assistant State Superintendent
Coordinator of Public Information
Coordinator of Personnel
Chief, Instructional Services
Chief, Business Administration
Director, Vocational-Technical Education
Director, Certification & Placement
Functions:
Certification
Placement
Specialists
Functions:
Reading
Library
Math-Science
English
Social Studies
Foreign Languages
Industrial Arts
Instructional Materials
Evaluation
Director, Higher Educ. Facilities
Director, School District Eval.
Director, Exceptional Children (Special Education)
Functions:
Acoustically Hand.
Deaf School
Director, Pupil Personnel Services
Functions:
Guidance
Testing
Director, Rural Ed. & Migrant Children
Director, Federal Programs
Director, Research
Director, Design Ed. for Future
Director, RCU
Director, School Food Services
Administrative Accountant
Nutritionist
Director, Vocational Rehabilitation
Supervisor, Surplus Property
Administrative Accountants

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


State Board for Vocational Education
State Superintendent of Public Instruction
Assistant State Superintendent
Chief, Instructional Services
State Director of Vocational-Technical Education
Director,[1] Vocational Agriculture
Asst. Director
Director, Business and Distributive
Director, Home Economics
Director, Trade and Industrial and Technical Education
Driver Education
Director, Civil Defense Adult Education
Asst. Director
Director, Adult Basic Education
Director, Manpower Development and Training
Director, Research Coordinating Unit
Asst. Director

---

[1] The title "Director" is equivalent to "Supervisor" in many states.

(Wyoming)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

State Director of Vocational-Technical Education		1
Directors		4
Agriculture Education	1	
Distributive Education (with additional duties in Business and Office and Work-Study)	1	
Home Economics Education	1	
Trade and Industrial Education (with additional duties in Technical Education, Health Education)	1	
Assistant Directors		1
Agriculture Education	1	
TOTAL		6

Other personnel are assigned to the Vocational-Technical Education Division, as follows:

Directors		5
Manpower Development Training	1	
Adult Basic Education	1	
Civil Defense Adult Education	1	
Research Coordinating Unit	1	
Vocational Guidance	1	
Assistand Directors		2
Civil Defense Adult Ed.	1	
Research Coordinating Unit	1	
TOTAL		7

---

* Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocational Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965-66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		53	-	3	-	56	38
Merchandising		9	-	-	-	9	6
Health		-	7	-	-	7	5
Office		14	-	1	-	15	10
Technical		-	2	2	-	4	3
Industrial		16	3	36	1	55	38
Others		-	-	-	-	-	-
Total	Number	92	12	42	1	146	-
	Percent	63	8	29	f	-	100
Full-time							
Part-time							

(Wyoming)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		1608	-	224	-	1832	46
Merchandising		263	5	-	-	268	7
Health		-	21	-	-	21	-
Office		47	204	59	-	310	8
Technical		-	39	-	-	39	1
Industrial		387	45	1079	-	1511	38
Others		-	-	-	-	-	-
Total	Number	2305	314	1362	-	3981	-
	Percent	58	8	34	-	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		3	1	4	56	14
Merchandising		-	1	-	9	-
Health		-	-	3	7	10
Office		1	1	-	15	-
Technical		1	1	3	4	19
Industrial		-	1	-	53	-
Others		1	1	2	-	-
Total	Number	6	16	12	144	18
	Percent	50	50	100	-	-

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	78	Community or Junior Colleges *	6
Vocational Secondary Schools	0	Vocational-Technical Schools	0
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	0	Universities or Colleges	1
Total Secondary Schools	78	Total Post-Secondary Schools	7
Combination Secondary and Post-Secondary Schools	0	TOTAL	85

* All six community colleges have been designated as area-vocational schools, and two are operating under federal requirements as to course offerings required.

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	529,000	69	957,000	60	27
State Funds	61,000	8	57,000	3	-2
Federal Funds	173,000	23	592,000	37	81
TOTAL	763,000	100	1,606,000	100	37

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	75,000	10	149,000	9	33
Teacher Education Institutions	38,000	5	91,000	6	46
TOTAL for State Agencies	113,000	15	240,000	15	37
Schools:					
Capital Outlay	-	-	387,000	24	-
Current Expenses	650,000	85	979,000	61	17
TOTAL	650,000	85	1,366,000	85	37
TOTAL—All Agencies	763,000	100	1,606,000	100	37

(Wyoming)

PUERTO RICO

I. LEGAL BASIS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

"There shall be in Puerto Rico an entirely free and nonsectarian system of public education." (Title 18, Section 1)

"A Board for Vocational Education...in the Department of Education, to be composed of the Secretary of Public Instruction, the Secretary of Commerce, the Secretary of Labor, the Administrator of the Economic Development Administration, the Director of the Agricultural Extension Service and three other members representing industry, commerce and labor, to be designated by the Governor of Puerto Rico..." (Title 18, Section 502)

"Puerto Rico hereby accepts...all of the provisions of the act of Congress approved February 23, 1917, (Public Law 347) and any act or acts amendatory thereof or supplementary thereto." (Title 18, Section 500)

The Commonwealth of Puerto Rico Plan for Vocational Education was adopted by the Board for Vocational Education in the year 1964.

II. SELECTION OF STATE OFFICERS FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

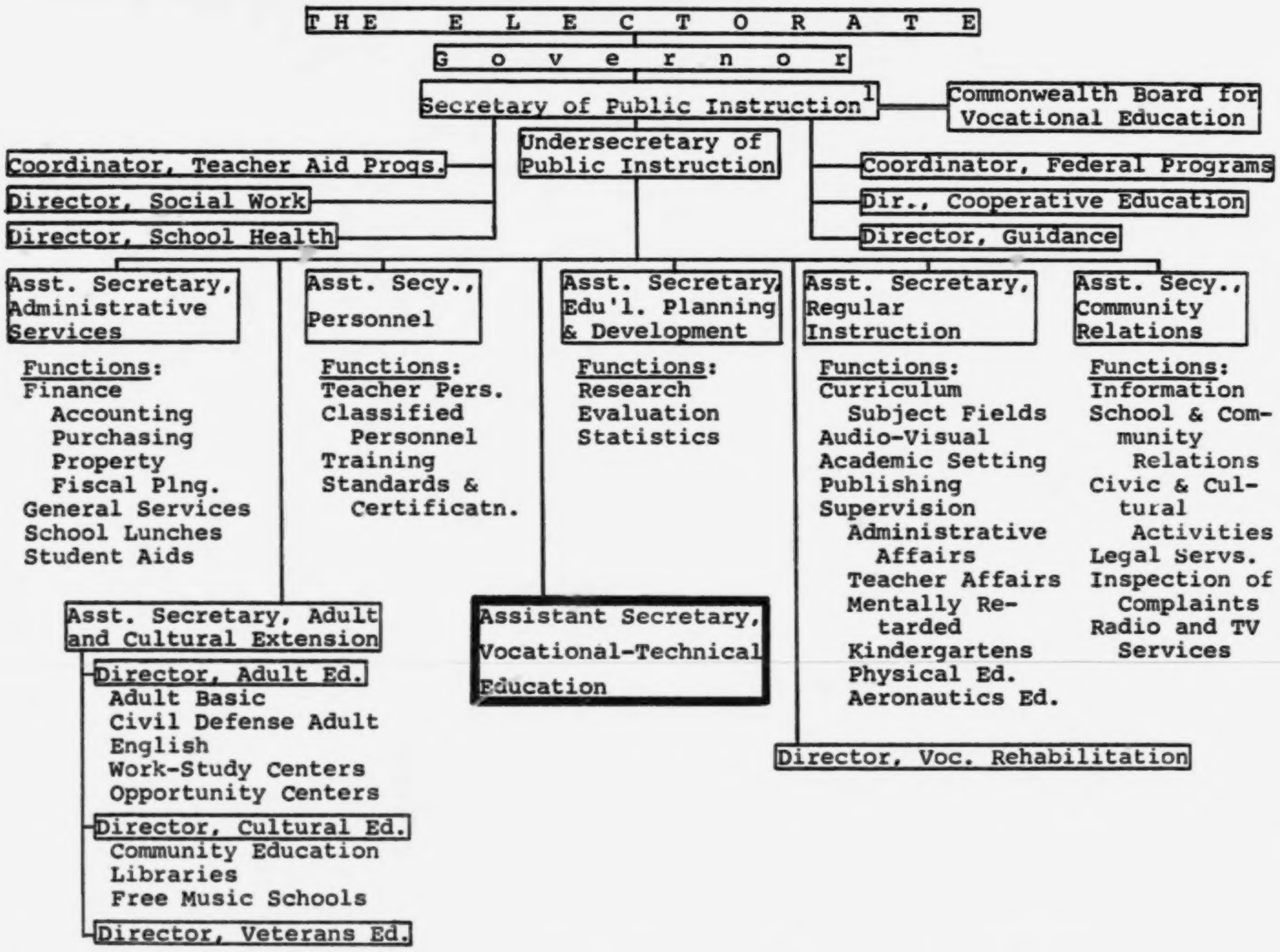
The State Superintendent of Public Instruction

The Secretary of Public Instruction is the executive officer and chairman of the Board for Vocational Education which functions within the Department of Education. He is appointed by the Governor with the advice and consent of the Commonwealth Senate. He serves as a member of the Governor's Council of Secretaries.

The State Director of Vocational Education

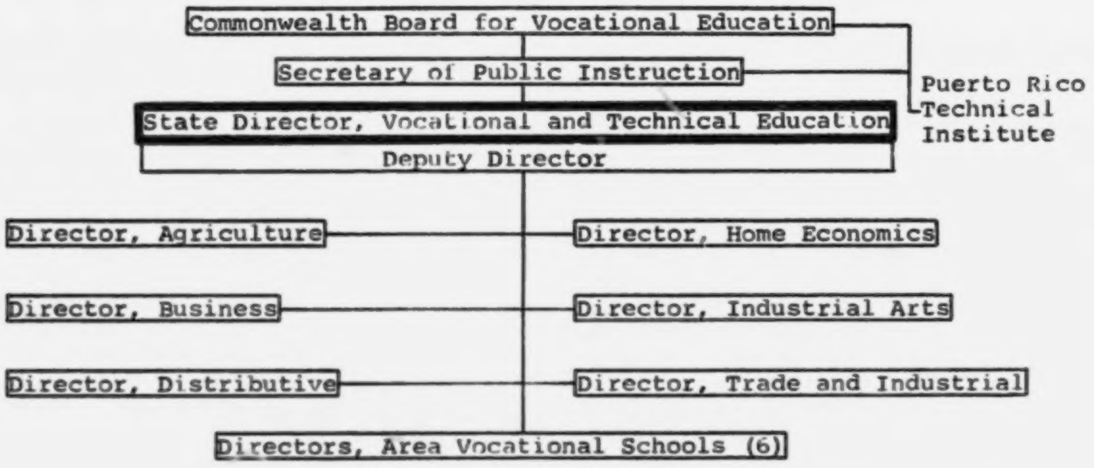
The Assistant Secretary for Vocational and Technical Education is selected by the Board for Vocational Education upon recommendation of the Secretary of Public Instruction.

III. POSITION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE ADMINISTRATION OF EDUCATION


THE ELECTORATE
Governor
Secretary of Public Instruction[1]
Commonwealth Board for Vocational Education
Undersecretary of Public Instruction
Coordinator, Teacher Aid Progs.
Director, Social Work
Director, School Health
Coordinator, Federal Programs
Dir., Cooperative Education
Director, Guidance
Asst. Secretary, Administrative Services
Functions:
Finance
Accounting
Purchasing
Property
Fiscal Plng.
General Services
School Lunches
Student Aids
Asst. Secy., Personnel
Functions:
Teacher Pers.
Classified Personnel
Training
Standards & Certificatn.
Asst. Secretary, Edu'l. Planning & Development
Functions:
Research
Evaluation
Statistics
Asst. Secretary, Regular Instruction
Functions:
Curriculum
Subject Fields
Audio-Visual
Academic Setting
Publishing
Supervision
Administrative Affairs
Teacher Affairs
Mentally Retarded
Kindergartens
Physical Ed.
Aeronautics Ed.
Asst. Secy., Community Relations
Functions:
Information
School & Community Relations
Civic & Cultural Activities
Legal Servs.
Inspection of Complaints
Radio and TV Services
Asst. Secretary, Adult and Cultural Extension
Director, Adult Ed.
Adult Basic
Civil Defense Adult
English
Work-Study Centers
Opportunity Centers
Director, Cultural Ed.
Community Education
Libraries
Free Music Schools
Director, Veterans Ed.
Assistant Secretary, Vocational-Technical Education
Director, Voc. Rehabilitation

[1] The Secretary of Public Instruction is Chairman and Executive Officer of the Board for Vocational Education.

IV. ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION


Commonwealth Board for Vocational Education
Secretary of Public Instruction
Puerto Rico Technical Institute
State Director, Vocational and Technical Education
Deputy Director
Director, Agriculture
Director, Home Economics
Director, Business
Director, Industrial Arts
Director, Distributive
Director, Trade and Industrial
Directors, Area Vocational Schools (6)

(Puerto Rico)

V. PROFESSIONAL STAFF FOR STATE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION*

Assistant Secretary for Vocational Education		1
Deputy Assistant Secretary for Vocational Education		1
Directors		6
Distributive Education	1	
Agriculture	1	
Industrial Arts	1	
Home Economics	1	
Office Education	1	
Trades and Industry	1	
TOTAL		8

---

* Data for 1966-67 are given to conform with IV. Organization for the Administration of Vocacional Education.

VI. TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		92	5	42	–	139	7
Merchandising		22	5	74	–	101	5
Health		13	–	–	–	13	–
Office		228	19	43	–	290	14
Technical		–	21	–	–	21	1
Industrial		226	–	379	35	640	31
Others Home Ec.		608	–	39	222	869	42
Total	Number	1189	50	579	257	2073	–
	Percent	57	3	28	12	–	100
Full-time		1189	46	71	35	1341	65
Part-time		–	4	506	222	732	35

(Puerto Rico)

VII. ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		Secondary	Post-Secondary	Adult	Special Programs	Total	Percent
Agriculture		4938	150	2004	10	7102	8
Merchandising		978	92	6527	-	7597	8
Health		758	-	26	17	801	1
Office		11681	543	1430	-	13654	14
Technical		-	424	133	-	557	1
Industrial		6703	125	4363	3649	14840	16
Others Home Ec.		36963	-	11872	17134	48835	52
Total	Number	62021	1334	26355	3676	93386	-
	Percent	67	1	28	4	-	100

VIII. TEACHERS AND STATE STAFF IN VOCATIONAL-TECHNICAL PROGRAMS
1965–66

Occupational Classification		State Div. of Voc. Ed. Staff			Teachers	Ratio: Teachers/SDVE Staff
		Full-time	Part-time	Total		
Agriculture		11	-	11	139	13
Merchandising		2	1	3	101	34
Health		1	-	1	13	13
Office		9	-	10	290	32
Technical		1	-	2	21	21
Industrial		14	-	15	640	46
Others Home Ec.		14	-	-	869	62
Total	Number	52	1	42	2073	39
	Percent	98	2	100	-	-

(Puerto Rico)

IX. SCHOOLS PROVIDING VOCATIONAL-TECHNICAL PROGRAMS

Secondary Schools		Post-Secondary Schools	
Regular or Comprehensive High Schools	359	Community or Junior Colleges	0
Vocational Secondary Schools	0	Vocational-Technical Schools	1
State-Operated Vocational Schools	0	State-Operated Vocational Schools	0
Area Vocational Schools	14	Universities or Colleges	2
Total Secondary Schools	373	Total Post-Secondary Schools	3
Combination Secondary and Post-Secondary Schools	0	TOTAL	376

X. INCOME AND EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION

Sources of Funds	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
Local School District or Institution	-	-	-	-	-
State Funds	2,645,000	73	6,778,00	60	52
Federal Funds	1,001,000	27	4,532,000	40	118
TOTAL	3,646,000	100	11,310,000	100	70

Expenditures	1962–63		1965–66		Average Annual Percent Increase
	Amount	Percent	Amount	Percent	
State Division of Vocational Education	522,000	14	1,921,000	17	89
Teacher Education Institutions	37,000	1	135,000	1	89
TOTAL for State Agencies	559,000	15	2,056,000	18	89
Schools:					
Capital Outlay	91,000	3	1,862,000	17	648
Current Expenses	2,996,000	82	7,392,000	65	49
TOTAL	3,087,000	85	9,254,000	82	67
TOTAL—All Agencies	3,646,000	100	11,310,000	100	70

(Puerto Rico)

APPENDIX IV

Supplementary Materials for the Study of Perceptions of State-Level Administration of Vocational-Technical Education

APPENDIX IV. SUPPLEMENTARY MATERIALS FOR THE STUDY OF PERCEPTIONS OF STATE-LEVEL ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

A. Respondent Groupings Designations (with Code Numbers*) for Comparisons

GROUP	NUMERICAL CODE DESIGNATION*	N (905)**	N (878)**
State Division of Vocational Education (SDVE)	102,104,111,112,113 114,115,116,117,118 119,120,121,122,131	205	189
State Department of Education--Excluding SDVE--(SDE)	101,103,105	72	83
SDE (Excluding SDVE and CSSO)	103,105	50	65
Local Schools--K-12--(Loc. Sch.)	210,220,230,240,250	226	189
Area Schools--Including Community or Junior Colleges--(A. Sch.)	310,320,330,410,420	70	48
Higher Education	510,520,132	114	115
Higher Education--Excluding RCU	510,520	103	112
Non-Vocational Educators	101,103,105,220,250 310,330,520	247	236

---

* Note Appendix IV, Part K for explanation of code.

** Some respondents are included in more than one group.

GROUP	NUMERICAL CODE DESIGNATION*	N (905)**	N (878)**
Chief State School Officer	101	22	18
State Director of Vocational Education (St. Dir.)	102	15	14
Chamber of Commerce, Labor, Management, Agriculture	743,744,745,746	57	58
Vocational Educators	102,104,111,112,113 114,115,116,117,118 119,120,121,122,131 132,230,240,320,410 420,510	426	385
Employment Security or Civil Service Board	741	17	7
State Level Vocational Advisory Groups (Adv. Gp.)	710	29	101
State Board of Education (St. Bd.)	610,620,630	26	17
Combination of St. Bd., Leg., and Adv. Gp.	610,620,630,730,710	72	128
Legislators (Leg.)	730	17	10
Chamber of Commerce, Management, Agriculture	743,745,746	41	51

---

* Note Appendix I, Part I for explanation of code.

** Some respondents are included in more than one group.

GROUP	NUMERICAL CODE DESIGNATION*	N (905)**	N (878)**
Chamber of Commerce, Management	743,745	33	40
Labor	744	16	7
State Apprenticeship Council	742	12	7
Management	745	27	28
Other	106,450,720,741,742 743,744,745,746,900	146	126

---

* Note Appendix I, Part I for explanation for code.

** Some respondents are included in more than one group.

APPENDIX IV (continued)

B. Item Selection for Clusters and Level of Significance for Selected Items

---

Cluster 1 -- Present Degree of SDVE Leadership Function

Items for this cluster: (905:N=30, 878:N=31)

	.01
Section I	[54D], (29, 38, 40a, 42, 44)
Section II, Does	1-4, 6-9 [9A, 10A], 12, 13 [12A, 13A], 17-23, (25), 26
Section VII, Does	1-7

Cluster 2 -- Ideal Degree of SDVE Leadership Function

Items for this cluster: (905:N=42, 878:N=36)

	.01	.05
Section I	31, [54S]	
Section II, Should	1-4, 6-9, [9A, 10A], 12, 13, [12A, 13A], 17-23, (25)	26
Section III	3-6, 8, 13, 14, 16, [15A, 16A]	17
Section VII, Should	1-7	

Cluster 3 -- Present Degree of SDVE Regulation Function

Items for this cluster: (N=14)

	.01
Section I	53D, 54D
Section II, Does	5, 10, [11A], 14, 15, 24, [14A], (11, 16)
Section VII, Does	8-12

( ) = Items added for new clusters (N=878)
[ ] = Items only in old clusters (N=905)

Cluster 4 -- Ideal Degree of SDVE Regulation Function

Items for this cluster (905:N=17, 878:N=18)

	.01
Section I	6, (7), 53S, 54S
Section II, Should	5, 10, [11A], 14, 15, 24 [14A], (11, 16)
Section III	10, 12, 15
Section VII, Should	8-12

Cluster 5 -- Attitude Toward Vocational-Technical Education

Items for this cluster: (905:N=31, 878:N=29)

	.01	.05
Section I	1, 2, [1A], (8), 10, 13, 18, 19, [4A], 28 (29), (31), [6A], 33, 36, 37, (38, 40a, 44), [8A]	[2A,] 11, 14, 23, 34

Cluster 6 -- Present Degree of SDVE Involvement Function

Items for this cluster: (905:N=31, 878:N=29)

	.01
Section IV, Does	1-5, 7-13
Section V, Does	1, 10-12, [17A], 16, 13, [18A]
Section VI, Does	1, 2, 7, 10-14, 16
Section VII, Does	7, 12

Cluster 7 -- Ideal Degree of SDVE Involvement Function

Items for this cluster: (905:N=48, 878:N=40)

	.01	.05
Section II, Should	[13A]	
Section IV, Should	1-5, 7, 8, 10, 11, 13	9
Section V, Should	1, 5-14, [17A, 18A, 19A], 16	2, 3, 4
Section VI, Should	1-3, 5-13, [20A, 21A, 22A], 16	4

( ) = Items added for new clusters (N=878)
[ ] = Items only in old clusters (N=905)

C. Summary of Items Selected for Clusters

The following items were selected for inclusion in clusters by the item analysis and clustering procedure explained in the "method" selection of this report.

Unless otherwise indicated, each item was used to gather data from all respondents. Items marked by[ ]were used only on the earlier draft of the Group Interview Guide (N=905); items marked by ( ) were used only on the latest revision of the Group Interview Guide.

All items will be found in the Group Interview Guide in sequential order except those items marked--A--. Items so marked will be found in the Addendum to the Group Interview Guide.

In order to contribute to a total cluster score, some of the items were scored so that emphasis upon that activity was positive score; other items were scored so that emphasis upon that activity was a negative score.

CLUSTER 1, Percent Degree of SDVE Leadership Function

Section I

(29) Vocational education lacks public appeal and needs an improved image.
(38) Vocational education has tended to perpetuate stereotyped and rigid programs rather than to adapt to changing needs.
(40a) There is appreciable discrimination in vocational education based upon sex.
(42) There is a need for the development of a procedure and criteria for self-analysis of Division operations.
(44) Existing Federal acts set vocational education apart from general education, creating an undesirable dual system.
[54] Does the Division set standards for certification of teachers?

Section II -- How frequently DOES the Division:

1 Consult with local district representatives on important vocational education matters?
2 Work cooperatively with teacher education institutions?
3 Assist local school districts with research design, writing proposals and securing funds for conducting research?
4 Promote an environment for experimentation and innovation?
6 Provide consultative help?
7 Provide for in-service development of Division personnel?
8 Encourage evaluation and appraisal of local programs?
9 Conduct studies?
[9A] Provide for in-service development of local school personnel?
[10A] Promote change (improvement)?
12 Utilize advisory groups?
[12A] Provide staff to consult on educational issues?
13 Encourage field testing of new programs?
[13A] Consult with educators from outside the Division?
17 Inform the public about programs and needs?
18 Assume leadership for defining education goals?
19 Waive requirements (e.g., minimum standards) to allow experimentation and research?
20 Disseminate information about teaching methods and materials?
21 Promote unity and balance between general and vocational education within the state?
22 Maintain adequate communications with the Legislature?
23 Evaluate its operations and organization?
(25) Make decisions in vocational education with due regard for the total program of education?
26 Provide financial aid to encourage new programs even though this means reducing reimbursement for established programs?

Section VII -- To what extent DOES the Division involve itself in the following activities:

1 Goal setting?
2 Problem Definition?
3 Research?
4 Program Development?
5 Field Testing?
6 Dissemination?
7 Practice?

CLUSTER 2 -- Ideal Degree of SDVE Leadership Function

Section I

31 The Division should assume major responsibility for adapting vocational education programs to changing needs.
[54] Should the Division set standards for certification of teachers?

Section II - How frequently SHOULD the Division:

1 Consult with local district representatives on important vocational education matters?
2 Work cooperatively with teacher education institutions?
3 Assist local school districts with research design, writing proposals and securing funds for conducting research?
4 Promote an environment for experimentation and innovation?
6 Provide consultative help?
7 Provide for in-service development of Division personnel?
8 Encourage evaluation and appraisal of local programs?
9 Conduct studies?
[9A] Provide for in-service development of local school personnel?
[10A] Promote change (improvement)?
12 Utilize advisory groups?
[12A] Provide staff to consult on educational issues?
13 Encourage field testing of new programs?
[13A] Consult with educators from outside the Division?
17 Inform the public about programs and needs?
18 Assume leadership for defining education goals?
19 Waive requirements (e.g., minimum standards) to allow experimentation and research?
20 Disseminate information about teaching methods and materials?
21 Promote unity and balance between general and vocational education within the state?
22 Maintain adequate communications with the Legislature?
23 Evaluate its operations and organization?
(25) Make decisions in vocational education with due regard for the total program of education?
26 Provide financial aid to encourage new programs even though this means reducing reimbursement for established programs?

Section III - How important is it for the Division to:

3 Promote unity and balance between general and vocational education?
4 Promote an environment favorable to experimentation and innovation?
5 Provide for in-service development of Division personnel?
6 Evaluate its operations and organization?
8 Encourage development of local leadership?
13 Provide consultative services to local districts?
14 Develop long range plans?
[15A] Conduct leadership conferences for local personnel?
16 Encourage the participation of the public in policy formulation?
[16A] Work with national, state, and local organizations (public and private) on activities relating to vocational education?
17 Represent the needs of vocational education before the public and the state government?

Section VII -- To what extent SHOULD the Division involve itself in the following activities:

1 Goal setting?
2 Problem Definition?
3 Research?
4 Program Development?
5 Field Testing?
6 Dissemination?
7 Practice?

CLUSTER 3 -- Present Degree of SDVE Regulation Function

Section I

53 Does the Division Supervise private schools?
54 Does the Division set standards for certification of teachers?

Section II -- How frequently DOES the Division?

5 Emphasize minimum standards?
10 Exercise general supervision of local programs?
(11) Exercise major responsibility for the nature and extent of local vocational programs?
[11A] Govern local vocation programs?
14 Determine and enforce minimum standards for facilities?

Section II (cont'd)

[14A] Work directly with teachers rather than through supervisory or administrative personnel?
(16) Determine and enforce minimum standards for safety of students?
24 Assign responsibilities for regulation and leadership activities to separate persons?

Section VII -- To what extent DOES the Division involve itself in the following activities?

8 Inspection and Regulation
9 Supervisory Visits
10 Preparation of Reports
11 Maintenance of Standards
12 Service to Districts

CLUSTER 4 -- Ideal Degree of SDVE Regulation Function

Section I

6 Procedures for local districts to secure state vocational funds are efficient and uncomplicated.
(7) State and Federal funds should be allocated to districts with the greatest capability for utilization.
53 Should the Division supervise private schools?
54 Should the Division set standards for certification of teachers?

Section II -- How frequently SHOULD the Division:

5 Emphasize minimum standards?
10 Exercise general supervision of local programs?
(11) Exercise major responsibility for the nature and extent of local vocational programs?
[11A] Govern local vocational programs?
14 Determine and enforce minimum standards for facilities?
[14A] Work directly with teachers rather than through supervisory or administrative personnel?
15 Inspect instructional programs?
(16) Determine and enforce minimum standards for safety of students?
24 Assign responsibilities for regulation and leadership activities to separate persons?

Section III -- How important is it for the Division to:

10 Develop uniform statewide curricula?
12 Determine and enforce minimum standards for safety of students?
15 Check local district compliance with state regulations?

Section VII -- To what extent SHOULD the Division involve itself in the following activities:

8 Inspection and Regulation?
9 Supervisory Visits?
10 Preparation and Reports?
11 Maintenance of Standards?
12 Service to Districts?

CLUSTER 5 -- Attitude Toward Vocational-Technical Education

Section I

1 Current programs meet existing needs.
2 Requirements for high school graduation discourage enrollment in vocational courses.
[1A] Students should be encouraged to emphasize general education through grade 12, reserving vocational training for grades 13 and later.
[2A] High school guidance personnel tend to direct students toward liberal arts, college-prep courses.
[4A] Vocational education is an integral part of a total educational program rather than a separate kind of education.
[6A] Vocational education programs give inadequate consideration to the needs of the future.
(8) Vocational education in high school decreases the probability for success in college.
[8A] Each occupational area of vocational education has tended to guard its own special goals, rather than to promote broad general goals.
10 Regulations of the Division are in need of change and updating.
11 Current training programs produce an adequate supply of competent teachers and administrators for vocational education.
13 Vocational education is designed primarily for students not adapted for success in general education.

Section I (cont'd)

14 Certification requirements for vocational teachers are outmoded.
18 The prestige of vocational education is lower than that of general education.
19 Vocational education needs drastic change for improvement.
23 Increasing demands for specialized skills justify more emphasis upon vocational-technical education and less upon general education.
28 Available funds are being efficiently utilized in vocational education.
(29) Vocational education lacks public appeal and needs an improved image.
(31) The Division should assume major responsibility for adapting vocational education programs to changing needs.
33 Vocational programs are often conducted with inadequate and obsolete facilities.
34 The public schools are turning out large numbers of young people who are unqualified for employment.
36 Admission requirements for vocational programs exclude many who need the training.
37 Vocational education is appropriate for students not adapted for success in the general program.
(38) Vocational education has tended to perpetuate stereotyped and rigid programs rather than to adapt to changing needs.
(40A) There is appreciable discrimination in vocational education based upon sex.
(44) Existing Federal acts set vocational education apart from general education, creating an undesirable dual system.

CLUSTER 6 -- Present Degree of SDVE Involvement Function

Section IV -- How frequently DOES the Division involve persons like you in:

1 Planning activities?
2 Formulating policy?
3 Determining its staff needs?
4 Promotional activities?
5 Evaluating itself?
7 Setting goals?
8 Defining problems and assigning priorities?
9 Research activities?

Section IV (cont'd)

10 Developing programs?
11 Disseminating information?
12 Field-testing new methods, materials, etc.?
13 Implementing new ideas and programs?

Section V -- In planning Division activities to what extent DOES the Division (or State Board) involve the following:

1 Division Personnel?
10 Local School Officials?
11 Universities and Colleges?
12 Community or Junior Colleges?
13 Area Vocational Schools?
16 Education Organizations?
[17A] Labor?
[18A] Management?

Section VI -- In its own POLICY FORMULATION to what extent DOES the Division (or State Board) involve the following?

1 Division Personnel?
2 Other State Department of Education Personnel?
7 State Finance Officer?
10 Local School Officials?
11 Universities and Colleges?
12 Community or Junior Colleges?
13 Area Vocational Schools?
14 Private Vocational Schools?
16 Education Organizations?

Section VII -- To what extent DOES the Division involve itself in the following activities?

7 Practice?
12 Service to Districts?

CLUSTER 7 -- Ideal Degree of SDVE Involvement Function

Section II -- How frequently SHOULD the Division:

[13A] Consult with educators from outside the Division?

Section IV -- How frequently SHOULD the Division involve persons like you in:

1 Planning activities?

Section IV (cont'd)

2 Formulating policy?
3 Determining its staff needs?
4 Promotional activities?
5 Evaluating itself?
7 Setting goals?
8 Defining problems and assigning priorities?
9 Research activities?
10 Developing programs?
11 Disseminating information?
13 Implementing new ideas and programs?

Section V -- In PLANNING Division activities to what extent SHOULD the Division (or State Board) involve the following:

1 Division Personnel?
2 Other State Department of Education Personnel?
3 Chief State School Officer?
4 State Vocational Director?
5 State Board for Vocational Education?
6 Legislators?
7 State Finance Officer?
8 U. S. Office of Education?
9 Intermediate (County) Offices?
10 Local School Officials?
11 Universities and Colleges?
12 Community or Junior Colleges?
13 Area Vocational Schools?
14 Private Vocational Schools?
16 Education Organization?
[17A] Labor?
[18A] Management?
[19A] Agriculture?

Section VI -- In its own POLICY FORMULATION, to what extent SHOULD the Division (or State Board) involve the following:

1 Division Personnel?
2 Other State Department of Education Personnel?
3 Chief State School Officer?
4 State Vocational Director?
5 State Board for Vocational Education?

Section VI (cont'd)

6 Legislators?
7 State Finance Officer?
8 U.S. Office of Education?
9 Intermediate (County) Offices?
10 Local School Officials?
11 Universities and Colleges?
12 Community or Junior Colleges?
13 Area Vocational Schools?
16 Education Organizations?
[20A] Labor?
[21A] Management?
[22A] Agriculture?

APPENDIX IV (continued)

D. ANALYSIS OF VARIANCE TESTS FOR DIFFERENCES AMONG SELECTED RESPONDENT GROUPS

(N=905)

Group	N
State Board, Legislators, and Advisory Groups	72
SDVE	205
SDE	72
Local Schools (L. Sch.)	226
Area Schools (A. Sch.)	70
Higher Education (HE)	114
Other Respondents	146

CLUSTER 1, Actual Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	3.617	.603	6	
Within	57.699	.064	898	9.382(.01)
Total	61.316		904	

CLUSTER 2, Ideal Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	1.241	.207	6	
Within	38.123	.042	898	4.873(.01)
Total	39.364		904	

CLUSTER 3, Actual Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	2.487	.415	6	
Within	60.736	.068	898	6.129(.01)
Total	63.223		904	

CLUSTER 4, Ideal Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	1.797	.299	6	
Within	34.888	.039	898	7.708(.01)
Total	36.685		904	

CLUSTER 5, Attitude

Sources	Sum of Squares	Mean Square	DF	F
Between	1.685	.281	6	
Within	19.629	.022	898	12.844 (.01)
Total	21.314		904	

CLUSTER 6, Actual Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	4.161	.694	6	
Within	54.957	.061	898	11.332(.01)
Total	59.118		904	

CLUSTER 7, Ideal Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.200	.033	6	
Within	28.385	.032	898	1.053
Total	28.585		904	

CLUSTER 8, Section IV, Should

Sources	Sum of Squares	Mean Square	DF	F
Between	9.914	1.652	6	
Within	64.521	.072	898	22.996(.01)
Total	74.435		904	

CLUSTER 9, Section IV, Does

Sources	Sum of Squares	Mean Square	DF	F
Between	10.751	1.792	6	
Within	90.793	.101	898	17.722(.01)
Total	101.544		904	

CLUSTER 10C, Leadership Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	3.330	.555	6	
Within	60.429	.067	898	8.249(.01)
Total	63.759		904	

CLUSTER 11C, Regulation Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	1.644	.274	6	
Within	61.075	.068	898	4.028(.01)
Total	62.719		904	

CLUSTER 12C, Involvement Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	3.298	.550	6	
Within	58.641	.065	898	8.416(.01)
Total	61.939		904	

CLUSTER 13C, Section IV, Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	3.594	.599	6	
Within	86.086	.096	898	6.249(.01)
Total	89.680		904	

(N=878)

Group	N
State Board, Legislators, Advisory Group	128
SDVE	189
SDE	83
Local Schools (L. Sch.)	189
Area Schools (A. Sch.)	48
Higher Education (H.E.)	115
Other Respondents	126

CLUSTER 1, Actual Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	1.429	.238	6	
Within	46.027	.053	871	4.507 (.01)
Total	47.456		877	

CLUSTER 2, Ideal Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.957	.160	6	
Within	30.495	.035	871	4.557 (.01)
Total	31.452		877	

CLUSTER 3, Actual Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	1.240	.207	6	
Within	58.690	.067	871	3.067 (.01)
Total	59.932		872	

CLUSTER 4, Ideal Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.373	.062	6	
Within	19.745	.023	871	2.740 (.05)
Total	20.118		877	

CLUSTER 5, Attitude

Sources	Sum of Squares	Mean Square	DF	F
Between	.851	.142	6	
Within	20.142	.023	871	6.137 (.01)
Total	20.993		877	

CLUSTER 6, Actual Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	5.478	.913	6	
Within	58.946	.068	871	13.490 (.01)
Total	64.424		877	

CLUSTER 7, Ideal Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.745	.124	6	
Within	24.285	.028	871	4.453 (.01)
Total	25.030		877	

CLUSTER 8, Section IV, Should

Sources	Sum of Squares	Mean Square	DF	F
Between	10.004	1.667	6	
Within	58.251	.067	871	24.931 (.01)
Total	68.255		877	

CLUSTER 9, Section IV, Does

Sources	Sum of Squares	Mean Square	DF	F
Between	14.767	2.461	6	
Within	93.882	.108	871	22.834 (.01)
Total	108.649		877	

CLUSTER 10C, Leadership Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	1.370	.228	6	
Within	65.287	.075	871	3.046 (.01)
Total	66.657		877	

CLUSTER 11C, Regulation Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.979	.163	6	
Within	58.449	.067	871	2.429 (.05)
Total	59.428		877	

CLUSTER 12C, Involvement Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	2.227	.371	6	
Within	65.827	.076	871	4.910 (.01)
Total	68.054		877	

CLUSTER 13C, Section IV, Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	2.558	.426	6	
Within	86.443	.099	871	4.296 (.01)
Total	89.001		877	

(N=905)

Group	N
Legislators (Leg.)	17
State Board (St. Bd.)	26
Advisory Group (Adv. Gp.)	29

CLUSTER 1, Actual Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.186	.093	2	
Within	3.120	.045	69	2.059
Total	3.306		71	

CLUSTER 2, Ideal Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.012	.006	2	
Within	3.565	.052	69	.116
Total	3.577		71	

CLUSTER 3, Actual Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.231	.116	2	
Within	4.550	.066	69	1.754
Total	4.781		71	

CLUSTER 4, Ideal Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.020	.010	2	
Within	2.657	.039	69	.265
Total	2.677		71	

CLUSTER 5, Attitude

Sources	Sum of Squares	Mean Square	DF	F
Between	.001	.000	2	
Within	1.576	.023	69	.015
Total	1.577		71	

CLUSTER 6, Actual Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.444	.222	2	
Within	3.482	.050	69	4.395(.05)
Total	3.926		71	

CLUSTER 7, Ideal Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.013	.007	2	
Within	2.228	.032	69	.206
Total	2.241		71	

CLUSTER 8, Section IV, Should

Sources	Sum of Squares	Mean Square	DF	F
Between	.361	.180	2	
Within	4.699	.068	69	2.647
Total	5.060		71	

CLUSTER 9, Section IV, Does

Sources	Sum of Squares	Mean Square	DF	F
Between	.640	.320	2	
Within	5.022	.073	69	4.394(.05)
Total	5.662		71	

CLUSTER 10C, Leadership Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.346	.173	2	
Within	4.263	.062	69	2.800
Total	4.609		71	

CLUSTER 11C, Regulation Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.371	.186	2	
Within	4.915	.071	69	2.615
Total	5.286		71	

CLUSTER 12C, Involvement Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.375	.187	2	
Within	4.012	.058	69	3.221(.05)
Total	4.387		71	

CLUSTER 13C, Section IV, Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.173	.086	2	
Within	7.147	.104	69	8.34
Total	7.320		71	

(N=878)

Group	N
Legislators (Leg.)	10
Advisory Group (Adv. Gp.)	101
State Board (St. Bd.)	17

CLUSTER 1, Actual Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.124	.062	2	
Within	6.414	.051	125	1.207
Total	6.538		127	

CLUSTER 2, Ideal Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.037	.018	2	
Within	5.176	.041	125	.443
Total	5.213		127	

CLUSTER 3, Actual Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.313	.156	2	
Within	9.428	.075	125	2.073
Total	9.741		127	

CLUSTER 4, Ideal Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.032	.016	2	
Within	3.194	.026	125	.626
Total	3.226		127	

CLUSTER 5, Attitude

Sources	Sum of Squares	Mean Square	DF	F
Between	.013	.067	2	
Within	3.289	.026	125	.256
Total	3.302		127	

CLUSTER 6, Actual Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.148	.074	2	
Within	10.344	.083	125	.894
Total	10.492		127	

CLUSTER 7, Ideal Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.052	.026	2	
Within	4.296	.034	125	.759
Total	4.348		127	

CLUSTER 8, Section IV, Should

Sources	Sum of Squares	Mean Square	DF	F
Between	.122	.061	2	
Within	9.188	.074	125	.831
Total	9.310		127	

CLUSTER 9, Section IV, Does

Sources	Sum of Squares	Mean Square	DF	F
Between	.123	.061	2	
Within	14.350	.115	125	.534
Total	14.473		127	

CLUSTER 10C, Leadership Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.145	.072	2	
Within	11.205	.090	125	.807
Total	11.350		127	

CLUSTER 11C, Regulation Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.080	.040	2	
Within	11.855	.095	125	.421
Total	11.935		127	

CLUSTER 12C, Involvement Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.151	.076	2	
Within	8.824	.071	125	1.073
Total	8.975		127	

CLUSTER 13C, Section IV, Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.010	.005	2	
Within	12.791	.102	125	.049
Total	12.801		127	

(N=905)

Group	N
Legislators (Leg.)	17
Advisory Group (Adv. Gp.)	29
SDVE	205
State Board (St. Bd.)	26

CLUSTER 1, Actual Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.251	.084	3	
Within	10.369	.038	273	2.202
Total	10.620		276	

CLUSTER 2, Ideal Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.147	.049	3	
Within	11.393	.042	273	1.175
Total	11.540		276	

CLUSTER 3, Actual Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.233	.078	3	
Within	11.150	.041	273	1.904
Total	11.383		276	

CLUSTER 4, Ideal Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.067	.023	3	
Within	7.842	.029	273	.783
Total	7.909		276	

CLUSTER 5, Attitude

Sources	Sum of Squares	Mean Square	DF	F
Between	.334	.111	3	
Within	5.473	.020	273	5.556 (.01)
Total	5.807		276	

CLUSTER 6, Actual Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.844	.281	3	
Within	10.465	.038	273	7.336 (.01)
Total	11.309		276	

CLUSTER 7, Ideal Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.019	.006	3	
Within	8.372	.031	273	.209
Total	8.391		276	

CLUSTER 8, Section IV, Should

Sources	Sum of Squares	Mean Square	DF	F
Between	3.100	1.033	3	
Within	14.594	.053	273	19.328 (.01)
Total	17.694		276	

CLUSTER 9, Section IV, Does

Sources	Sum of Squares	Mean Square	DF	F
Between	1.367	.456	3	
Within	17.892	.066	273	6.952(.01)
Total	19.259		276	

CLUSTER 10C, Leadership Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.470	.157	3	
Within	13.670	.050	273	3.130(.05)
Total	14.140		276	

CLUSTER 11C, Regulation Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.429	.143	3	
Within	11.812	.043	273	3.302 (.05)
Total	12.241		276	

CLUSTER 12C, Involvement Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.394	.131	3	
Within	14.399	.053	273	2.493
Total	14.793		276	

CLUSTER 13C, Section IV, Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.497	.166	3	
Within	22.274	.082	273	2.031
Total	22.771		276	

(N=878)

Group	N
Legislators (Leg.)	10
Advisory Group (Adv. Gp.)	101
SDVE	189
State Board (St. Bd.)	17

CLUSTER 1, Actual Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.125	.042	3	
Within	14.707	.047	313	.888
Total	14.832		316	

CLUSTER 2, Ideal Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.323	.108	3	
Within	10.148	.032	313	3.319 (.05)
Total	10.471		316	

CLUSTER 3, Actual Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.497	.166	3	
Within	18.884	.060	313	2.747 (.05)
Total	19.381		316	

CLUSTER 4, Ideal Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.223	.074	3	
Within	6.988	.022	313	3.33(.05)
Total	7.211		316	

CLUSTER 5, Attitude

Sources	Sum of Squares	Mean Square	DF	F
Between	.311	.104	3	
Within	7.819	.025	313	4.144(.01)
Total	8.130		316	

CLUSTER 6, Actual Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.968	.323	3	
Within	17.472	.056	313	5.779(.01)
Total	18.440		316	

CLUSTER 7, Ideal Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.365	.122	3	
Within	8.534	.027	313	4.466(.01)
Total	8.899		316	

CLUSTER 8, Section IV, Should

Sources	Sum of Squares	Mean Square	DF	F
Between	2.517	.839	3	
Within	16.215	.052	313	16.196(.01)
Total	18.732		316	

CLUSTER 9, Section IV, Does

Sources	Sum of Squares	Mean Square	DF	F
Between	2.196	.732	3	
Within	27.867	.089	313	8.223(.01)
Total	30.063		316	

CLUSTER 10C, Leadership Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.228	.076	3	
Within	21.493	.069	313	1.107
Total	21.721		316	

CLUSTER 11C, Regulation Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.089	.030	3	
Within	20.950	.067	313	.442
Total	21.039		316	

CLUSTER 12C, Involvement Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.380	.127	3	
Within	21.067	.067	313	1.883
Total	21.447		316	

CLUSTER 13C, Section IV, Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.138	.046	3	
Within	30.234	.097	313	.475
Total	30.372		316	

(N=878)

Group	N
Other Respondents	126
Legislators (Leg.)	10
Advisory Group (Adv. Gp.)	101
State Board (St. Bd.)	17

CLUSTER 1, Actual Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.626	.209	3	
Within	14.137	.057	250	3.690 (.05)
Total	14.763		253	

CLUSTER 2, Ideal Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.173	.058	3	
Within	9.831	.039	250	1.465
Total	10.004		253	

CLUSTER 3, Actual Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.647	.216	3	
Within	23.181	.093	250	2.326
Total	23.828		253	

CLUSTER 4, Ideal Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.110	.037	3	
Within	5.792	.023	250	1.582
Total	5.902		253	

CLUSTER 5, Attitude

Sources	Sum of Squares	Mean Square	DF	F
Between	.033	.011	3	
Within	5.602	.022	250	.495
Total	5.635		253	

CLUSTER 6, Actual Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	1.789	.596	3	
Within	24.712	.099	250	6.034 (.01)
Total	26.501		253	

CLUSTER 7, Ideal Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.097	.032	3	
Within	8.256	.033	250	.974
Total	8.353		253	

CLUSTER 8, Section IV, Should

Sources	Sum of Squares	Mean Square	DF	F
Between	1.910	.636	3	
Within	20.392	.082	250	7.803(.01)
Total	22.302		253	

CLUSTER 9, Section IV, Does

Sources	Sum of Squares	Mean Square	DF	F
Between	4.706	1.569	3	
Within	31.717	.127	250	12.365(.01)
Total	36.423		253	

CLUSTER 10C, Leadership Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	1.010	.337	3	
Within	24.006	.096	250	3.506(.05)
Total	25.016		253	

CLUSTER 11C, Regulation Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.795	.265	3	
Within	24.833	.099	250	2.668 (.05)
Total	25.628		253	

CLUSTER 12C, Involvement Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.460	.153	3	
Within	21.476	.086	250	1.786
Total	21.936		253	

CLUSTER 13C, Section IV, Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.206	.069	3	
Within	25.048	.100	250	.684
Total	25.254		253	

(N=905)

Group	N
Legislators (Leg.)	17
Advisory Group (Adv. Gp.)	29
State Board (St. Bd.)	26
Other Respondents	146

CLUSTER 1, Actual Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	1.320	.440	3	
Within	18.064	.084	214	5.213(.01)
Total	19.384		217	

CLUSTER 2, Ideal Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.025	.008	3	
Within	10.018	.047	214	.181
Total	10.043		217	

CLUSTER 3, Actual Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.870	.290	3	
Within	23.739	.111	214	2.615
Total	24.609		217	

CLUSTER 4, Ideal Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.115	.038	3	
Within	9.755	.046	214	.840
Total	9.870		217	

CLUSTER 5, Attitude

Sources	Sum of Squares	Mean Square	DF	F
Between	.141	.047	3	
Within	4.763	.022	214	2.109
Total	4.904		217	

CLUSTER 6, Actual Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	1.097	.366	3	
Within	18.841	.088	214	4.153 (.01)
Total	19.938		217	

CLUSTER 7, Ideal Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.032	.011	3	
Within	7.432	.035	214	.311
Total	7.464		217	

CLUSTER 8, Section IV, Should

Sources	Sum of Squares	Mean Square	DF	F
Between	.560	.187	3	
Within	16.482	.077	214	2.424
Total	17.042		217	

CLUSTER 9, Section IV, Does

Sources	Sum of Squares	Mean Square	DF	F
Between	2.665	.888	3	
Within	25.249	.118	214	7.530(.01)
Total	27.914		217	

CLUSTER 10C, Leadership Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.934	.311	3	
Within	20.465	.096	214	3.256 (.05)
Total	21.399		217	

CLUSTER 11C, Regulation Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.584	.195	3	
Within	23.800	.111	214	1.750
Total	24.384		217	

CLUSTER 12C, Involvement Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	1.226	.409	3	
Within	16.477	.077	214	5.306 (.01)
Total	17.703		217	

CLUSTER 13C, Section IV, Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	1.303	.434	3	
Within	22.733	.106	214	4.089 (.01)
Total	24.036		217	

(N=905)

Group	N
Local Schools (L. Sch.)	226
Area Schools (A. Sch.)	70
Higher Education (H.E.)	114

CLUSTER 1, Actual Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.439	.220	2	
Within	26.990	.066	407	3.310(.05)
Total	27.429		409	

CLUSTER 2, Ideal Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.594	.297	2	
Within	17.513	.041	407	7.315(.01)
Total	17.107		409	

CLUSTER 3, Actual Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.280	.140	2	
Within	25.262	.062	207	2.260
Total	25.542		209	

CLUSTER 4, Ideal Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.638	.319	2	
Within	17.106	.042	407	7.588 (.01)
Total	17.744		409	

CLUSTER 5, Attitude

Sources	Sum of Squares	Mean Square	DF	F
Between	.073	.036	2	
Within	9.139	.022	407	1.616
Total	9.212		409	

CLUSTER 6, Actual Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.113	.056	2	
Within	22.306	.055	407	1.027
Total	22.419		409	

CLUSTER 7, Ideal Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.090	.045	2	
Within	11.729	.029	407	1.558
Total	11.819		409	

CLUSTER 8, Section IV, Should

Sources	Sum of Squares	Mean Square	DF	F
Between	.189	.094	2	
Within	29.344	.072	407	1.310
Total	29.533		409	

CLUSTER 9, Section IV, Does

Sources	Sum of Squares	Mean Square	DF	F
Between	.078	.039	2	
Within	41.296	.101	407	.385
Total	41.374		409	

CLUSTER 10C, Leadership Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.647	.324	2	
Within	25.552	.063	407	5.155 (.01)
Total	26.199		409	

CLUSTER 11C, Regulation Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.008	.004	2	
Within	24.772	.061	407	.068
Total	24.780		409	

CLUSTER 12C, Involvement Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.476	.238	2	
Within	26.973	.066	407	3.589 (.05)
Total	27.449		409	

CLUSTER 13C, Section IV, Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.161	.080	2	
Within	42.907	.105	407	.763
Total	43.068		409	

(N=878)

Group	N
Local Schools (L. Sch.)	189
Area Schools (A. Sch.)	48
Higher Education (H.E.)	115

CLUSTER 1, Actual Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.125	.063	2	
Within	19.815	.057	349	1.102
Total	19.940		351	

CLUSTER 2, Ideal Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.047	.023	2	
Within	12.393	.036	349	.659
Total	12.440		351	

CLUSTER 3, Actual Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.095	.048	2	
Within	21.698	.063	349	.766
Total	21.794		351	

CLUSTER 4, Ideal Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.082	.041	2	
Within	8.182	.023	349	1.742
Total	8.264		351	

CLUSTER 5, Attitude

Sources	Sum of Squares	Mean Square	DF	F
Between	.000	.000	2	
Within	7.983	.023	349	.001
Total	7.983		351	

CLUSTER 6, Actual Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.018	.009	2	
Within	23.385	.067	349	.134
Total	23.403		351	

CLUSTER 7, Ideal Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.004	.002	2	
Within	9.472	.027	349	.064
Total	9.476		351	

CLUSTER 8, Section IV, Should

Sources	Sum of Squares	Mean Square	DF	F
Between	.120	.060	2	
Within	23.436	.067	349	.890
Total	23.556		351	

CLUSTER 9, Section IV, Does

Sources	Sum of Squares	Mean Square	DF	F
Between	.049	.024	2	
Within	38.277	.110	349	.223
Total	38.326		351	

CLUSTER 10C, Leadership Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.188	.094	2	
Within	26.487	.076	349	1.239
Total	26.675		351	

CLUSTER 11C, Regulation Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.005	.003	2	
Within	20.134	.058	349	.044
Total	20.139		351	

CLUSTER 12C, Involvement Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.153	.077	2	
Within	25.905	.074	349	1.034
Total	26.058		351	

CLUSTER 13C, Section IV, Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.194	.097	2	
Within	32.194	.092	349	1.052
Total	32.388		351	

(N=905)

Group	N
SDVE	205
Local Schools (L. Sch.)	226
Area Schools (A. Sch.)	70
Higher Education (H.E.)	114

CLUSTER 1, Actual Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	2.431	.810	3	
Within	34.239	.056	611	14.461(.01)
Total	36.670		614	

CLUSTER 2, Ideal Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	1.171	.390	3	
Within	24.341	.040	611	9.798(.01)
Total	25.512		614	

CLUSTER 3, Actual Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	1.723	.574	3	
Within	31.861	.052	611	11.013 (.01)
Total	33.584		614	

CLUSTER 4, Ideal Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	1.097	.366	3	
Within	22.291	.036	611	10.021(.01)
Total	23.388		614	

CLUSTER 5, Attitude

Sources	Sum of Squares	Mean Square	DF	F
Between	.825	.275	3	
Within	13.037	.021	611	12.895(.01)
Total	13.862		614	

CLUSTER 6, Actual Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	2.616	.872	3	
Within	29.289	.048	611	18.191(.01)
Total	31.905		614	

CLUSTER 7, Ideal Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.164	.055	3	
Within	17.873	.029	611	1.872
Total	18.037		614	

CLUSTER 8, Section IV, Should

Sources	Sum of Squares	Mean Square	DF	F
Between	4.880	1.627	3	
Within	39.238	.064	611	25.329(.01)
Total	44.118		614	

CLUSTER 9, Section IV, Does

Sources	Sum of Squares	Mean Square	DF	F
Between	6.426	2.142	3	
Within	54.165	.089	611	24.161(.01)
Total	60.591		614	

CLUSTER 10C, Leadership Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	2.353	.784	3	
Within	34.959	.057	611	13.706(.01)
Total	37.312		614	

CLUSTER 11C, Regulation Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.602	.201	3	
Within	31.669	.052	611	3.873(.01)
Total	32.271		614	

CLUSTER 12C, Involvement Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	2.333	.778	3	
Within	37.360	.061	611	12.720(.01)
Total	39.693		614	

CLUSTER 13C, Section IV, Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	1.883	.628	3	
Within	58.034	.095	611	6.607(.01)
Total	59.917		614	

(N=878)

Group	N
SDVE	189
Local Schools (L. Sch.)	189
Area Schools (A. Sch.)	48
Higher Education (H.E.)	115

CLUSTER 1, Actual Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.776	.259	3	
Within	28.107	.052	537	4.940 (.01)
Total	28.883		540	

CLUSTER 2, Ideal Leadership

Sources	Sum of Squares	Mean Square	DF	F
Between	.348	.116	3	
Within	17.364	.032	537	3.589 (.05)
Total	17.712		540	

CLUSTER 3, Actual Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.476	.159	3	
Within	31.154	.058	537	2.735 (.05)
Total	31.630		540	

CLUSTER 4, Ideal Regulation

Sources	Sum of Squares	Mean Square	DF	F
Between	.222	.074	3	
Within	11.976	.022	537	3.324 (.05)
Total	12.198		540	

CLUSTER 5, Attitude

Sources	Sum of Squares	Mean Square	DF	F
Between	.585	.195	3	
Within	12.514	.023	537	8.366 (.01)
Total	13.099		540	

CLUSTER 6, Actual Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	1.778	.593	3	
Within	30.514	.057	537	10.430 (.01)
Total	32.292		540	

CLUSTER 7, Ideal Involvement

Sources	Sum of Squares	Mean Square	DF	F
Between	.102	.034	3	
Within	13.710	.026	537	1.335
Total	13.812		540	

CLUSTER 8, Section IV, Should

Sources	Sum of Squares	Mean Square	DF	F
Between	3.316	1.105	3	
Within	30.463	.057	537	19.483 (.01)
Total	33.779		540	

CLUSTER 9, Section IV, Does

Sources	Sum of Squares	Mean Square	DF	F
Between	5.679	1.893	3	
Within	51.794	.096	537	19.626 (.01)
Total	57.473		540	

CLUSTER 10C, Leadership Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.481	.160	3	
Within	36.775	.068	537	2.340
Total	37.256		540	

CLUSTER 11C, Regulation Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	.100	.033	3	
Within	29.228	.055	537	.613
Total	29.328		540	

CLUSTER 12C, Involvement Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	1.527	.509	3	
Within	38.148	.071	537	7.167 (.01)
Total	39.675		540	

CLUSTER 13C, Section IV, Difference

Sources	Sum of Squares	Mean Square	DF	F
Between	2.163	.721	3	
Within	49.638	.092	537	7.798 (.01)
Total	51.801		540	

APPENDIX IV (continued)

E. ACTUAL AND IDEAL INVOLVEMENT IN SDVE ACTIVITIES, AS INDICATED BY RESPONSES TO SECTION IV ITEMS OF THE GROUP INSTRUMENT*

	SDVE N=394	SDE N=155	LOC. SCH N=415	AREA SCH N=118	HI. ED. N=229	ST. BD. N=43	ADV. GP. N=130	LEG. N=72	OTHER N=272
1D	68 (90)	32 (58)	31 (70)	40 (81)	37 (75)	52 (68)	50 (80)	15 (34)	25 (52)
1S	92 (98)	68 (91)	69 (94)	78 (98)	82 (96)	65 (91)	71 (94)	55 (85)	60 (91)
2D	52 (77)	27 (49)	21 (54)	26 (62)	23 (55)	60 (83)	36 (64)	19 (41)	14 (34)
2S	80 (95)	60 (84)	63 (89)	71 (96)	64 (93)	86 (98)	66 (93)	41 (78)	51 (81)
3D	43 (67)	27 (43)	9 (25)	13 (32)	12 (33)	47 (61)	14 (30)	22 (44)	4 (17)
3S	68 (90)	40 (61)	28 (60)	33 (68)	33 (67)	58 (77)	32 (59)	33 (70)	22 (47)
4D	57 (81)	20 (48)	25 (54)	24 (55)	25 (58)	32 (67)	29 (61)	22 (55)	12 (36)
4S	83 (94)	42 (74)	55 (87)	61 (90)	57 (85)	54 (94)	60 (88)	59 (89)	46 (77)
5D	39 (67)	16 (37)	11 (33)	8 (27)	13 (35)	33 (54)	23 (46)	15 (26)	8 (24)
5S	82 (96)	49 (83)	51 (88)	47 (85)	52 (89)	56 (91)	51 (86)	44 (74)	39 (80)
6D	56 (71)	28 (38)	13 (25)	23 (33)	13 (23)	58 (70)	29 (42)	41 (67)	11 (17)
6S	78 (93)	39 (54)	37 (64)	48 (67)	34 (66)	77 (91)	48 (72)	82 (93)	30 (53)
7D	57 (79)	23 (48)	24 (49)	26 (57)	25 (53)	49 (63)	38 (67)	15 (41)	14 (32)
7S	86 (95)	57 (82)	68 (93)	72 (93)	78 (97)	81 (100)	77 (95)	52 (85)	54 (85)
8D	52 (79)	21 (49)	18 (46)	22 (54)	21 (49)	46 (69)	29 (59)	19 (41)	10 (29)
8S	85 (95)	49 (81)	58 (87)	71 (94)	66 (91)	70 (93)	63 (86)	52 (85)	46 (79)
9D	34 (64)	14 (35)	16 (43)	10 (40)	28 (48)	21 (47)	22 (50)	7 (22)	8 (26)
9S	71 (92)	51 (77)	50 (87)	56 (92)	75 (91)	40 (75)	51 (86)	22 (63)	38 (72)

*First number represents percent of responses in two categories (almost always, frequently) ; number in ( ) represents percent of responses in three categories (almost always, frequently, often).

	SDVE N=394	SDE N=155	LOC SCH N=415	AREA SCH N=118	HI ED N=229	ST BD N=43	ADV GP N=130	LEG N=72	OTHER N=272
10D	64 (83)	20 (50)	29 (62)	26 (65)	28 (57)	35 (56)	35 (67)	15 (26)	17 (39)
10S	86 (95)	53 (81)	70 (93)	66 (93)	75 (92)	56 (86)	64 (88)	33 (74)	55 (84)
11D	60 (85)	22 (47)	35 (68)	32 (65)	30 (61)	35 (65)	37 (60)	8 (27)	14 (35)
11S	88 (96)	47 (74)	70 (91)	71 (92)	65 (89)	54 (91)	68 (88)	33 (70)	53 (82)
12D	34 (65)	8 (28)	22 (50)	15 (44)	17 (41)	14 (47)	19 (43)	4 (19)	3 (17)
12S	73 (92)	40 (64)	62 (86)	65 (94)	69 (88)	33 (54)	50 (77)	26 (56)	31 (62)
13D	54 (80)	18 (46)	29 (61)	22 (63)	26 (55)	37 (56)	33 (61)	11 (33)	12 (34)
13S	86 (95)	53 (78)	69 (92)	76 (99)	79 (93)	56 (75)	68 (88)	33 (70)	50 (84)
14D	13 (26)	15 (30)	15 (33)	22 (38)	5 (15)	40 (63)	17 (31)	30 (60)	11 (22)
14S	32 (68)	27 (48)	41 (71)	48 (82)	24 (65)	63 (84)	41 (76)	52 (71)	37 (66)

*First number represents percent of responses in two categories (almost always, frequently); number in ( ) represents percent of responses in three categories (almost always, frequently, often).

APPENDIX IV (continued)

F. TOTAL GROUP CONSENSUS ON ITEMS FROM THE GROUP INTERVIEW GUIDE CLASSIFIED BY CATEGORIES OF CONSENSUS*

High Consensus 100-90%	High-Medium Consensus 89-80%	Medium Consensus 79-70%	Low Consensus 69-60%	Lack of Consensus Less than 60%
Section I				
9,12,16,20 22,24,26,27, 31,42,54S	4,5,8,11,15 18,29,34,40c, 41,43,45,53S, 54D,2A,4A	13,17,21,32 39,40d,47, 53D,1A	1,7,23,33, 38,46,7A, 8A	2,3,6,10,14,19,25,28, 30,35,36,37,40a,40b, 44,48,3A,5A,6A
Section II				
1S,2S,6S,8S, 17S,18S,20S, 21S,22S,25S, 10S(A),12S(A)	3S,4S,7S,9S, 12S,13S,14S, 16S,23S, 9S(A),13S(A)	5S	1D,2D,5D,9D, 10S,15D,15S, 17D,18D,19S, 23D,10D(A), 12D(A),13D(A)	3D,4D,6L,7D,8D,10D, 11D,11S,12D,13D,14D, 16D,19D,20D,21D,22D, 24D,24S,25D,26D,26S, 9D(A),11D(A),11S(A), 14D(A),14S(A)
Section III				
1,2,3,4,5, 8,9,11,13,14 17,15A,16A	15,16	12	10	

---

* Location and percent of consensus are listed on the preceding table.

High Consensus 100-90%	High-Medium Consensus 89-90%	Medium Consensus 79-70%	Low Consensus 69-60%	Lack of Consensus Less than 60%
Section IV				
	7S	1S	2S,4S,5S,8S,9S,10S,11S,12S,13S,14D	1D,2D,3D,3S,4D,5D,6D,6S,7D,8D,9D,10D,11D,12D,13D,14S
Section V				
1S,4S	2S,3S,5S,10S,11S,13S,17S(A),18S(A)	4D,6S,7S,8S,12S,16S,19S(A)	1D,10D	2D,3D,5D,6D,7D,8D,9D,9S,11D,12D,13D,14D,14S,17D,17S,17D(A),18D(A),19D(A),16D
Section VI				
1S,4S	2S,3S,5S	4D,10S,11S,13S	1D,3D,5D,6S,8S,9S,12S,16S,20S(A),21S(A),22S(A)	2D,6D,7D,7S,8D,9D,10D,11D,12D,13D,14D,14S,15D,15S,16D,17D,17S,20D(A),21D(A),22D(A)
Section VII				
1S,2S,3S,4S,5S,6S,9S,11S,12S	7S,8S,10S	1D,4D,10D,11D,12D	2D,3D,5D,6D,8D,9D	7D

G. Consensus and Location of Consensus of SDVE Group and Total Sample on Items from Group Interview Guide

To classify items according to states of agreement reflected in responses, consensus has been operationally defined as that sum of the percent of responses in two contiguous response categories which produce the highest total percent. In computing this percent, response categories "uncertain," "don't know," and no response were omitted.

Location of consensus indicates the two contiguous response categories contributing to consensus. Four possible consensus locations are designated: 1) between responses 1 and 2, 2) between responses 2 and 3, 3) between responses 3 and 4, and 4) between responses 4 and 5. Example:

Response Categories		Consensus Location
1.	Strongly Agree	1
2.	Agree	2
3.	Uncertain	3
4.	Disagree	4
5.	Strongly Disagree	

Occasionally, if there is only minimal difference between the percentages in two categories, both locations and percents are reported; only the higher, however, is the point of consensus. Consensus is given only for the SDVE group and the total sample. When the location of consensus differs between groups, both locations are given. Consensus and location of consensus can be computed for other groups from Appendix I, H. "Response Frequencies of Respondent Groups (Expressed in Percents).".

Roman numerals refer to sections of the Group Interview Guide; Arabic numerals to items. D refers to a Does item; S refers to a Should item. A refers to items from the Addendum to the "Group Interview Guide."

CONSENSUS AND LOCATION OF CONSENSUS OF SDVE GROUP AND TOTAL SAMPLE ON ITEMS FROM GROUP INTERVIEW GUIDE

Section	Consensus (%)		
Item	SDVE	TOTAL	Loc.
I- 1	61	64	4
2	50	50	1
3	48	38	4
4	92	89	4
5	89	86	1
6	50	49	4
7	60	62	1
8	90	83	4
9	91	90	1
10	61	59	1
11	85	81	4
12	95	91	4
13	87	77	4
14	41	43	1
14	42	27	4
15	89	81	1
16	96	92	4
17	76	70	1
18	77	80	1
19	47	58	1
20	95	94	1
21	75	71	4
22	97	96	1
23	60	60	4
24	95	91	1
25	47		1
25		35	4
26	95	92	1
27	91	90	1
28	59	44	1
29	80	85	1
30		48	1
30	53		4
31	93	90	1
I-32	79	76	1
33	63	69	1
34	82	81	1
35	62	59	1
36	50	41	4
37	48	47	1
38	55	61	1
39	87	79	4
40a		45	1
40a	53	41	4
40b	65	51	4
40c	90	85	4
40d	72	70	4
41	79	80	1
42	94	91	1
43	85	84	1
44	57	41	4
45	90	85	1
46	64	65	1
47	70	70	1
48	45	46	1
49	N/A		
50	N/A		
51	N/A		
52	N/A		
53D	88	74	1
53S	88	83	1
54D	94	86	1
54S	92	91	1
1A	83	72	4
2A	91	81	1
3A	51	44	4
4A	89	88	1
5A	48	34	1

Section	Consensus (%)		
Item	SDVE	TOTAL	Loc.
I- 5A		36	4
6A		41	1
6A	56		4
7A	86	67	1
8A	67	67	1
II- 1D	72		1
1D		64	2
1S	95	93	1
2D	78	60	1
S	96	91	1
3D	55	49	3
S	81	80	1
4D	69	55	2
S	91	87	1
5D	74	63	1
S	74	73	1
6D	82	62	1
S	96	92	1
7D	62	54	2
S	92	84	1
8D	67	58	2
S	95	90	1
9D	68	60	2
S	97	80	1
10D	66		1
D		53	2
S	81	68	1
11D	57	53	2
S	66	58	1
12D	60	54	1
D	60	58	2
S	94	88	1
13D	62	54	2
S	90	84	1
14D	64	55	1
S	91	85	1

Section	Consensus (%)		
Item	SDVE	TOTAL	Loc.
II-15D	68	60	2
S	68	65	1
16D	60	53	2
S	88	85	1
17D	73	62	2
S	96	94	1
18D	69	62	2
S	95	91	1
19D	64	50	2
D	61	54	3
S	69	65	2
20D	70	61	2
S	93	91	1
21D	63	54	2
S	94	92	1
22D	56	56	1
D	61	56	2
S	92	92	1
23D	71	61	2
S	93	89	1
24D	46	43	2
S	51	45	1
25D	64		1
D		55	2
S	96	92	1
26D		23	2
D	25	23	3
26S	30		1
S		30	2
9DA	72	55	2
S	92	82	1
10DA	74	66	2
S	95	90	1
11DA	35	33	3
D	35	28	4
11S		34	2
S	31		4

Section	Consensus (%)		
Item	SDVE	TOTAL	Loc.
II-12DA	67		1
D	65	60	2
S	92	90	1
13DA	68	63	2
S	90	87	1
14DA	44	41	2
D	42	41	3
S	43	40	2
III- 1	99	99	1
2	94	93	1
3	99	97	1
4	98	98	1
5	99	97	1
6			
7			
8	98	97	1
9	97	96	1
10	71	67	1
10		68	2
11	99	98	1
12	79	79	1
13	100	98	1
14	99	98	1
15	93	88	1
16	90	89	1
17	95	93	1
15A	96	95	1
16A	99	98	1
IV- 1D	68		1
D		59	2
S	92	75	1
2D	52		1
D	50	37	2
D		37	3
S	80	65	1

Section	Consensus (%)		
Item	SDVE	TOTAL	Loc.
IV- 3D	46		2
D		57	4
S	68		1
S		50	2
4D	68	49	2
S	83		1
S		66	2
5D	50		2
D		53	4
S	82		1
S		68	2
6D	56		1
D		56	4
S	78	48	1
7D	57		1
D		41	2
D		42	3
S	86	71	1
8D	58	46	2
D		45	3
S	85	64	1
S		65	2
9D	51		2
D		50	4
S	71		1
S		67	2
10D	64		1
D		59	2
S	86	69	1
11D	62	52	2
S	88	67	1
12D	51		2
D		50	4
S	73		1
S		63	2
13D	56	49	2
S	86	69	1

Section Item	Consensus (%)		
	SDVE	TOTAL	Loc.
IV-14D	67	61	4
S	54	54	2
V- 1D	78	63	1
S	95	91	1
2D	76	58	2
S	86	86	1
3D	66	54	1
S	89	84	1
4D	92	76	1
S	97	93	1
5D	72	56	1
S	85	82	1
6D	68	55	2
S	70	70	1
7D	47	41	1
D	49	41	2
S	69	72	1
8D		49	1
D	73	50	2
S	76	75	1
9D	55	44	2
S	56	57	1
S	56	54	2
10D	69	60	2
S	89	87	1
11D	72	56	2
S	88	84	1
12D	57	44	2
S	74	73	1
13D	72	54	1
S	86	85	1
14D	61	34	3
S		51	1
S	54	51	2
V-15D			
S			
16D	73	57	2
S	81	78	1
17D	86%	Don't Know	
S		Responses	
17DA	72	56	2
S	85	82	1
18DA	76	58	2
S	88	85	1
19DA	70	54	2
S	77	77	1
VI- 1D	72	61	1
S	95	91	1
2D	70	53	2
S	80	84	1
3D	74	62	1
S	87	88	1
4D	91	77	1
S	97	95	1
5D	81	64	1
S	90	89	1
6D	58	52	2
S	65	66	2
7D	51	42	2
S	58	58	1
8D	72	51	2
S	71	65	2
9D	55	42	2
S	60	60	2
10D	71	57	2
S	74	75	1
11D	72	54	2
S		72	1

Section	Consensus (%)		
Item	SDVE	TOTAL	Loc.
VI-11S	72		2
12D	58	45	2
S		63	1
S	67		2
13D	58	47	2
S	74	78	1
14D	62	40	3
S		52	2
S	56		3
15D	41	28	1
S	61	55	1
16D	68	51	2
S	77	68	2
17D	90%	Don't Know	
S		Responses	
20DA	67	53	2
S		68	1
S	67		2
21DA	68	55	2
S	65	70	1
S	65	65	2
22DA	68	54	2
S	68	68	2
VII- 1D	84	73	1
S	98	96	1
2D	78	66	1
S	95	96	1
3D	78	66	2
S	93	94	1
4D	89	73	1
S	98	97	1
5D	74	63	2
S	89	91	1
6D	71	50	1
D	71	64	2
S	96	96	1

Section	Consensus (%)		
Item	SDVE	TOTAL	Loc.
VII- 7D	67	55	1
D	65	58	2
S	84	83	1
8D	73	64	1
D	70	63	2
S	84	82	1
9D	86	65	1
S	93	90	1
10D	93	76	1
S	92	88	1
11D	88	73	1
S	94	94	1
12D	88	70	1
S	97	96	1

APPENDIX IV (continued)

H. MEANS, STANDARD DEVIATIONS, AND RELIABILITY COEFFICIENTS FOR CLUSTERS (N=878)

Cluster	Items Per Cluster	Mean	Adjusted Mean	Standard Deviation (s)	Adjusted (S)	Cluster Reliability
1	31	.604	18.72	.232	7.192	.90
2	36	.636	22.90	.189	6.804	.87
3	14	.544	7.62	.261	3.654	.86
4	18	.690	12.42	.151	2.718	.69
5	20	.488	9.76	.154	3.080	.59
6	29	.663	19.23	.271	7.859	.95
7	40	.727	29.08	.169	6.760	.87
8	14	.699	9.79	.279	3.906	.90
9	14	.575	8.05	.352	4.928	.95
10C	26	1.403	36.48	.276	7.176	.85
11C	13	1.282	16.67	.262	3.406	.69
12C	28	1.323	37.04	.278	7.784	.86
13C	14	1.351	18.91	.319	4.466	.84
1C	26	.509	13.23	.285	7.410	.93
2C	26	.913	23.74	.123	3.198	.87
3C	13	.519	6.75	.263	3.419	.85
4C	13	.801	10.41	.149	1.937	.65
6C	28	.496	13.89	.288	8.064	.94
7C	28	.818	22.90	.169	4.732	.86
8C	14	.736	10.30	.281	3.934	.91
9C	14	.386	4.40	.339	4.746	.92

I. MEANS, STANDARD DEVIATIONS, AND RELIABILITY COEFFICIENTS FOR CLUSTERS (N=905)

Cluster	Items Per Cluster	Mean	Adjusted Mean	Standard Deviation (s)	Adjusted (S)	Cluster Reliability
1	30	.614	18.42	.260	7.813	.93
2	42	.597	25.09	.209	8.764	.90
3	14	.576	8.06	.264	3.702	.86
4	17	.587	9.97	.201	3.424	.76
5	19	.572	10.86	.154	2.917	.57
6	31	.680	21.07	.256	7.927	.94
7	48	.690	33.10	.178	8.535	.89
8	14	.660	9.23	.287	4.017	.91
9	14	.611	8.55	.335	4.692	.94
10C	30	1.379	41.370	.266	7.980	.86
11C	13	1.160	15.080	.263	3.419	.66
12C	28	1.294	36.232	.262	7.336	.84
13C	14	1.323	18.522	.315	4.410	.81
1C	30	.530	15.91	.269	8.069	.93
2C	30	.910	27.29	.116	3.469	.85
3C	13	.554	7.20	.261	3.399	.86
4C	13	.714	9.28	.193	2.513	.71
6C	28	.494	13.83	.268	7.517	.92
7C	28	.788	22.06	.184	5.140	.88
8C	14	.694	9.72	.291	4.071	.90
9C	14	.371	5.19	.315	4.410	.90

APPENDIX IV (continued)

J. Parameters of the Sample of Respondents to the Group Interview Guide

	Less Than 40	41-50	More Than 50	N/R
AGE	418	622	741	2

	Some High School	High School Graduate	Some College	College Degree(s)	N/R
EDUCATION	10	39	124	1608	2

MAJOR FULL-TIME WORK EXPERIENCE
(More than ten years)

	N
Professional or Technical (not education)	161
Agriculture Production	81
Manager or Proprietor	123
Sales (N= 878)	12
Office Occupations (N=878)	8
Craftsman	69
Service Occupation	13
Unskilled Laborer	2
Military	43
Housewife (N=878)	17
Clerical or Sales (N=905)	17

EDUCATION BOARD EXPERIENCE

	None	00-03	Four or More	
State Level	1663	56	64	
Local Level	1646	47	90	
Other	1762	7	14	

EDUCATION ADVISORY COMMITTEE (N=878)

	None	00-2	3-5	6 or more
State Level	693	88	56	41
Local Level	771	39	40	28
Other	847	11	7	13

EDUCATION ADVISORY COMMITTEE (N=905)

	None	00-2	3-5	6 or more	99
State Level					
Vocational	711	91	52	35	16
Other	803	29	35	26	12
Local Level					
Vocational	740	41	52	62	10

EDUCATION ADMINISTRATIVE EXPERIENCE (N=905)

	None	00-2	3-6	7-10	11 or more	99
Vocational	524	82	106	64	115	14
General	625	33	59	57	116	15

EDUCATION ADMINISTRATIVE EXPERIENCE (N=878)

	None	00-2	3-6	7-10	11 or More	99
Vocational:						
Secondary	639	60	66	32	79	2
Post-Secondary	788	24	29	13	22	2
Higher Education	800	19	25	11	22	1
General:						
Secondary	643	37	77	49	81	1
Post-Secondary	856	7	6	2	7	-
Higher Education	813	16	22	13	13	1
Other:	775	-	-	-	-	103

TEACHING EXPERIENCE (N=905)

	None	00-3	4-6	7-10	11 or More	99
Vocational	441	95	83	86	183	17
General	494	107	93	85	105	21

TEACHING EXPERIENCE (N=878)

	None	00-2	3-6	7-10	11 or More	99
Vocational:						
Secondary	463	44	139	96	133	2
Post-Secondary	773	39	48	7	10	1
Higher Education	725	35	35	20	62	1
General:						
Secondary	469	73	129	84	123	-
Post-Secondary	850	13	8	2	5	-
Higher Education	754	47	23	26	28	-
Other:	763	-	-	-	-	115

LOCATION OF HOME AND WORK

	Urban	Rural	N/R
Lived most of life . . .	1203	564	16
Worked most of life . . .	1313	424	46
Live now (N=905) . . .	671	227	7
Work now (N=905) . . .	747	137	21

CONTACTS WITH SDVE IN AVERAGE YEAR

1. Frequency

0	1-15	16-30	Over 30	N/R
67	555	242	389	530

2. Appraisal

Too Often	About Right	Too Seldom	N/R
17	824	340	602

3. Approx. Percent Personal Contacts (N=905)

0-25	26-50	51-75	76-100	N/R
162	156	147	177	263

ENROLLMENT OF PUBLIC SCHOOL DISTRICT ATTENDED BY PUPILS FROM YOUR AREA OF RESIDENCE (N=905)

1-1199	97
1200-2999	118
3000-5999	158

6000-11,999	109
12,000-24,999	111
25,000	149

N/R = 163

SEX (N=905)

M	784
F	119
N/R	2

APPENDIX IV (continued)

K. Respondent Category List and Numerical Designations for Use in Data Processing, Including Frequency

Code Number	Respondent Category	N 905	N 878	Tota 178
101.	Office of Chief State School Officer	22	18	4
102.	State Director of Vocational Education	15	14	2
103.	Person in charge of education program area(s) within State Department of Education (SDE)	46	57	10
104.	Person concerned with multiple education program areas within SDVE (other than State Director)	60	44	10
105.	Person concerned with education research (design) - SDE	4	8	1
106.	Person concerned with vocational rehabilitation	9	12	2
111-122	Person concerned with single education program area within State Division of Vocational Education (SDVE)			
111.	Adult and Veterans Education	4	9	1
112.	Guidance	6	7	1
113.	Agriculture Education	15	22	3
114.	Business and Office Education	9	17	2
115.	Distributive Education	8	12	2
116.	Health Occupations Education	8	6	1
117.	Home Economics Education	23	15	3
118.	Industrial Arts Education	5	6	1
119.	Trades and Industrial Education	20	18	3
120.	Technical Programs	3	2	
121.	Public Services	1	1	
122.	Manpower Development Training	22	9	3
131-132	Person concerned with Research Coordinating Unit			
131.	In SDVE and/or SDE	6	7	1
132.	In higher education	11	3	1
210-250	Local Schools (K-12)			
210.	Board members	14	3	1

		N	N	Total
		905	878	1783
220.	Administrators other than Directors of Vocational Education	101	69	170
230.	Directors of Vocational Education	45	31	76
240.	Teachers of Vocational Education	49	55	104
250.	Teachers in General Education	17	31	48
310-330.	Community and/or Junior Colleges			
310.	Administrators	26	16	42
320.	Teachers in Vocational Education	5	6	11
330.	Teachers in General Education	1	2	3
410-420	Area Vocational Schools			
410.	Administrators	35	21	56
420.	Teachers	3	3	6
450.	Representatives from private vocational schools	9	10	19
510-520	Higher Education			
510.	Vocational Education (only)	73	77	150
520.	Other	30	35	65
610-630	State Education Board Member			
610.	Vocational Education (only)	5	0	5
620.	General Education (only)	0	1	1
630.	General and Vocational Education	21	16	37
710.	State Vocational Technical Advisory Committees	29	101	130
720.	Analyst Responsible for SDVE Budget (not staff member of SDE or SDVE)	10	5	15
730.	Legislators	17	10	27
741.	Representative for Employment Security or Civil Service	17	7	24
742.	Representative for State Apprenticeship Council	12	7	19
743.	Chamber of Commerce (or other civic organization)	6	12	18
744.	Representative from Labor organization	16	7	23
745.	Representative from Management	27	28	55
746.	Representative from Agriculture	8	11	19
900.	Other	32	27	59

APPENDIX IV (continued)

L. Group Interview Guide

GROUP INTERVIEW GUIDE

A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL

School of Education
Program for Research and Development
in Vocational-Technical Education
University of California
Berkeley, California

Foreword

The questions which follow are carefully structured to elicit your perceptions of current administration of vocational-technical administration at the state level.

We believe state-level administration to be characterized by much excellence--and yet there is ample room for improvement.

We are identifying the opinions of a cross section of the public in each state. Although you may or may not consider yourself qualified in administration, we want your perceptions of what is and your concept of the ideal for your state. We believe you are in a position to have valuable opinions regarding most of the questions.

Complete frankness on your part is essential. Although our research is in no way conceived as a "witch-hunting expedition," some persons (respondents) may be reluctant to speak frankly for fear of possible embarrassment at a later date. This instrument is designed so that your responses will not be identified with your name in our reports and research findings.

The material which follows is divided into two main parts:

1. Personal data (in order that we can identify the kinds of responses given by various kinds of people)
2. Seven groups of questions (designed to ascertain your perceptions, opinions and suggestions for maintaining the current status or for change).

We appreciate your cooperation in this research, and look forward to responses and reactions.

Allen Lee
Project Director

For Your Information

Names of individuals responding to this instrument will not be identified with specific responses. Summaries of findings in general for individual states will be given to the respective State Directors of Vocational Education for such disposition as deemed appropriate.

Other requests concerning use of this instrument and information on findings and related matters should be submitted to the Project Director who has sole responsibility on such matters. This policy was established for the best interests of all concerned.

____

PERSONAL DATA

I. General Information:

A. State ____________________

B. Name ____________________

C. Age:
1. Less than 40 ____
2. From 41-50 ____
3. Over 50 ____

D. Check highest education level completed.
1. Some high school ____
2. High school graduate ____
3. Some college ____
4. College degree(s) ____

E. Are you now a member of a board of education?
1. Yes ___ No ___ Check one: Local___ State ___
2. Name of board ____________________

F. Are you now a member of an advisory board?
1. Yes ___ No ___ Check one: Local ___ State ___
2. Name of board ____________________

II. Major full-time work experience:

Approx.
no. years

A. Current Employment:
1. Job Title ____________________
2. Name of Employer ____________________ .. ____

B. Previous Work Experience:
1. Professional, such as in medicine, dentistry, and law (do not include employment in education) .... ____
2. Agriculture Production .... ____
3. Manager or Proprietor .... ____
4. Sales .... ____
5. Office Occupation (e.g., secretarial, clerical, etc.) .... ____
6. Craftsman .... ____
7. Service Occupation .... ____
8. Unskilled Laborer .... ____
9. Military .... ____
10. Housewife .... ____

11. Teaching Experience:

	Approx. No. years Vocational	Approx. No. years General	
a. Secondary	____	____	
b. Post-Secondary	____	____	
c. Higher Education ..	____	____	
d. Other __________ ..	____	____	(54)

12. Education Administrative Experience:

	Approx. No. years Vocational	Approx. No. years General	
a. Secondary	____	____	
b. Post-Secondary	____	____	
c. Higher Education ..	____	____	
d. Other __________ ..	____	____	(67)

III. Education Board Experience:

	Approx. No. years
A. State Level	____
B. Local Level	____
C. Other ______________ ..	____

IV. Advisory Board (Committee) Experience:

	Approx. No. years	
A. State Level	____	
B. Local Level	____	CD-1
C. Other ______________ ..	____	42-79

V. Check to indicate:

	Urban Area	Rural Area
Where you have lived most of your life	☐	☐
Where most of your work experience has been	☐	☐

VI. Your average number and appraisal of yearly contacts with the Division (omit if you are an SDVE staff member):

Number		Appraisal	
None	____	Too often	____
1-15	____	Adequate	____
16-30	____	Too seldom	____
Over 30	____		

CD-2
9-12

CLARIFICATION OF TERMS

As you read the material which follows, occasionally you may have some doubt or question concerning the intended meaning of certain words.

Below are some brief explanations of a few terms used. (Please feel free to ask the group leader for additional clarification on these or other items at any time.)

Terms

1. DIVISION -- The state agency for vocational-technical education. Often known by such names as State Division (Bureau or Department) of Vocational Education.

2. DISSEMINATION -- Distribution of information concerning methods, materials and curricula in education.

3. FIELD TESTING -- Determining to what extent materials, methods and curricula may be successful and desirable by actual trial in existing situations.

4. GOAL SETTING -- Identifying and agreeing upon objectives and ideals in education.

5. IMPLEMENTATION -- Current practice such as method, materials, curricula and administration in schools and classrooms.

6. LOCAL SCHOOLS -- Grades 1-14 of public schools.

7. PLANNING -- Devising, designing and projecting method, system, manner, arrangements to achieve objectives.

8. POLICY FORMULATION -- Defining and establishing agreement concerning principles and guidelines which administrative officers shall follow.

9. PROBLEM DEFINITION -- Identifying obstacles or unsatisfactory situations (including finances, methods, materials, curricula, administration and training) which need change or improvement.

10. PROGRAM DEVELOPMENT -- Inventing, designing and refining combinations of methods, materials and subject matter.

11. RESEARCH -- Seeking new or better methods, materials and curricula in education.

____

SECTION I

INSTRUCTIONS

1. Please do not turn this page until advised.
2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.
3. In general, you are asked to give your personal best judgment or reaction. (You are requested not to speak for any organization or in an official capacity.)
4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.
5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.
6. *If you do not understand the meaning of any question,* raise your hand and the group leader will respond.
7. Please make whatever additional comments you have on the margins of any page.
8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

Thank you .

SECTION I

Instructions:
Read each statement, and check one of the opposite boxes.

Code:
SA - Strongly Agree
A - Agree
U - Uncertain
D - Disagree
SD - Strongly Disagree

	SA	A	U	D	SD
1. Current programs meet existing needs	☐	☐	☐	☐	☐
2. Requirements for high school graduation discourage enrollment in vocational courses	☐	☐	☐	☐	☐
3. High school vocational education decreases the probability of students' meeting college entrance requirements	☐	☐	☐	☐	☐
4. Vocational courses should not be offered before grade 13	☐	☐	☐	☐	☐
5. Additional funds are essential if the need for vocational education is to be met	☐	☐	☐	☐	☐
6. Procedures for local districts to secure state vocational funds are efficient and uncomplicated	☐	☐	☐	☐	☐
7. State and Federal funds should be allocated to districts with the greatest capability for utilization	☐	☐	☐	☐	☐
8. Vocational education in high school decreases the probability for success in college	☐	☐	☐	☐	☐
9. The state agency (Division) for vocational-technical education should be an integral part of the State Department of Education	☐	☐	☐	☐	☐

	SA	A	U	D	SD*
0. Regulations of the Division are in need of change and up-dating ..	☐	☐	☐	☐	☐
1. Current training programs produce an adequate supply of competent teachers and administrators for vocational education	☐	☐	☐	☐	☐
2. Vocational education should be designed primarily for students who cannot succeed in general education	☐	☐	☐	☐	☐
3. Vocational education is designed primarily for students not adapted for success in general education	☐	☐	☐	☐	☐
4. Certification requirements for vocational teachers are outmoded	☐	☐	☐	☐	☐
5. High schools are primarily concerned with preparing students for college	☐	☐	☐	☐	☐
6. High schools should be primarily concerned with preparing students for college ...... paring students for college	☐	☐	☐	☐	☐
7. Inadequate salaries hamper recruitment of Division personnel	☐	☐	☐	☐	☐
8. The prestige of vocational education is lower than that of general education	☐	☐	☐	☐	☐
9. Vocational education needs drastic change for improvement ...	☐	☐	☐	☐	☐

*SA - Strongly Agree; A - Agree; U - Uncertain; D - Disagree; SD - Strongly Disagree.

	SA	A	U	D	SD*
20. Achievement of excellence is equally possible in both general and vocational education	☐	☐	☐	☐	☐
21. Vocational training opportunities for women are generally adequate .	☐	☐	☐	☐	☐
22. Occupational preparation should be a fundamental part of education	☐	☐	☐	☐	☐
23. Increasing demands for specialized skills justify more emphasis upon vocational-technical education and less upon general education ..	☐	☐	☐	☐	☐
24. Vocational education should be an integral part of a total education program rather than a separate kind of education	☐	☐	☐	☐	☐
25. State—level implementation of recent Federal vocational acts adequately meets the intent of the legislation	☐	☐	☐	☐	☐
26. Vocational education should serve a greater number of occupational areas	☐	☐	☐	☐	☐

occupational areas .... ☐ ☐ ☐ ☐ ☐

	SA	A	U	D	SD*
27. There is need to devote greater emphasis to designing new programs and revising old ones	☐	☐	☐	☐	☐
28. Available funds are being efficiently utilized in vocational education	☐	☐	☐	☐	☐
29. Vocational education lacks public appeal and needs an improved image	☐	☐	☐	☐	☐

*SA - Strongly Agree; A - Agree; U - Uncertain;
D - Disagree; SD - Strongly Disagree.

	SA	A	U	D	SD*
30. High school vocational courses are more exploratory than vocational in nature	☐	☐	☐	☐	☐
31. The Division should assume major responsibility for adapting vocational education programs to changing needs	☐	☐	☐	☐	☐
32. Self-evaluation (supplemented by use of outside consultants) is more conducive to improvement of the Division than an evaluation done by outside sources alone	☐	☐	☐	☐	☐
33. Vocational programs are often conducted with inadequate and obsolete facilities	☐	☐	☐	☐	☐
34. The public schools are turning out large numbers of young people who are unqualified for employment	☐	☐	☐	☐	☐
35. Local districts should have the major responsibility for the nature and extent of local vocational programs	☐	☐	☐	☐	☐
36. Admission requirements for vocational programs exclude many who need the training	☐	☐	☐	☐	☐
37. Vocational education is appropriate for students not adapted for success in the general program	☐	☐	☐	☐	☐
38. Vocational education has tended to perpetuate stereotyped and rigid programs rather than to adapt to changing needs	☐	☐	☐	☐	☐

vocational programs exclude

*SA - Strongly Agree; A - Agree; U - Uncertain;
D - Disagree; SD - Strongly Disagree.

	SA	A	U	D	SD*
39. The increasing complexity of education and the attendant challenges for understanding warrant less and less involvement of lay citizens in decision-making	☐	☐	☐	☐	☐
40. There is appreciable discrimination in vocational education based upon:					
a. Sex	☐	☐	☐	☐	☐
b. Age	☐	☐	☐	☐	☐
c. Religion	☐	☐	☐	☐	☐
d. Race	☐	☐	☐	☐	☐
41. Vocational education should be one of the major purposes of the two-year junior or community college	☐	☐	☐	☐	☐
42. There is a need for the development of a procedure and criteria for self-analysis of Division operations	☐	☐	☐	☐	☐
43. There is some social stigma attached to enrollment in vocational programs	☐	☐	☐	☐	☐
44. Existing Federal acts set vocational education apart from general education, creating an undesirable dual system	☐	☐	☐	☐	☐
45. Vocational education is appropriate for students who are well-adapted for success in general education	☐	☐	☐	☐	☐

43. There is some social stigma attached to enrollment in

*SA - Strongly Agree; A - Agree; U - Uncertain; D - Disagree; SD - Strongly Disagree.

	SA	A	U	D	SD*
46. Due to the mobility of the population, heavy local tax loads, superiority of the Federal tax collecting machinery, etc., there should be more Federal financing of education ...	☐	☐	☐	☐	☐
47. It is possible to have major Federal financing of education and still maintain local control .	☐	☐	☐	☐	☐
48. The public should not fear Federal control of education	☐	☐	☐	☐	☐

49. Ideally, all public post-high school vocational-technical education (13th and 14th grades) should be under the jurisdiction of: (If you believe the responsibility should be divided, check more than one.)

a. Local Boards .... ☐

b. State Board for Vocational Education ...... ☐

c. State Board of Education .... ☐

d. State Board of Higher Education .... ☐

e. Other ________________________________ .... ☐

e. Other ________________________________ .... ☐

Comments:

*SA - Strongly Agree; A - Agree; U - Uncertain;
D - Disagree; SD - Strongly Disagree.

50. State Division personnel should consult and advise:

a. Primarily with teachers ...... ☐

b. Primarily with administrators. ☐

c. With teachers and administrators equally .... ☐

(69)

Comments:

51. Who does have and who should have responsibility for determining what in-service education is needed for personnel of vocational-technical programs in the state? (Check one or more in each column.)

	Does	Should
a. State Division	☐	☐
b. Local Schools	☐	☐
c. Teacher Education Institutions..................	☐	☐
d. Other:________________________..	☐	☐

Comments:

CD-2
69-77

52. Who does have and who should have responsibility for providing in-service education for personnel of vocational-technical programs in the state? (Check one or more in each column.)

each column.)

	Does	Should
a. State Division	☐	☐
b. Local Schools	☐	☐
c. Teacher Education Institutions	☐	☐
d. Others:______________________..	☐	☐

Does and/or Should the Division:

53. Supervise private schools?	☐ Yes	☐ No	☐ Yes	☐ No
54. Set standards for certification of teachers?	☐ Yes	☐ No	☐ Yes	☐ No

CD-3
9-24
(21-24, 26)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION II

INSTRUCTIONS

1. Please do not turn this page until advised.

2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.

3. In general, you are asked to give your personal best judgment or reaction. (You are requested not to speak for any organization or in an official capacity.)

4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.

5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.

6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.

raise your hand and the group leader will respond.

7. Please make whatever additional comments you have on the margins of any page.

8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

Thank you.

SECTION II

Instructions:

Read each statement, and then circle one letter in each of the two right-hand columns to indicate your perception of how frequently the Division DOES and SHOULD:

Code:
A - Almost Always
B - Frequently
C - Occasionally
D - Seldom
E - Almost Never

How frequently DOES and how frequently SHOULD the Division:

		DOES	SHOULD
1.	Consult with local district representatives on important vocational education matters? ..	A B C D E	A B C D E
2.	Work cooperatively with teacher education institutions?	A B C D E	A B C D E
3.	Assist local school districts with research design, writing proposals and securing funds for conducting research?	A B C D E	A B C D E
4.	Promote an environment for experimentation and innovation?	A B C D E	A B C D E
5.	Emphasize minimum standards? ...	A B C D E	A B C D E
6.	Provide consultative help?	A B C D E	A B C D E
7.	Provide for in-service development of Division personnel? ..	A B C D E	A B C D E
8.	Encourage evaluation and appraisal of local programs? ...	A B C D E	A B C D E
9.	Conduct studies?	A B C D E	A B C D E
10.	Exercise general supervision of local programs?	A B C D E	A B C D E

8. Encourage evaluation and

How frequently DOES and
how frequently SHOULD the Division:

	DOES	SHOULD
11. Exercise major responsibility for the nature and extent of local vocational programs?	A B C D E	A B C D E*
12. Utilize advisory groups?	A B C D E	A B C D E
13. Encourage field testing of new programs?	A B C D E	A B C D E
14. Determine and enforce minimum standards for facilities?	A B C D E	A B C D E
15. Inspect instructional programs?	A B C D E	A B C D E
16. Determine and enforce minimum standards for safety of students?	A B C D E	A B C D E
17. Inform the public about programs and needs?	A B C D E	A B C D E
18. Assume leadership for defining education goals?	A B C D E	A B C D E
19. Waive requirements (e.g., minimum standards) to allow experimentation and research? .	A B C D E	A B C D E
20. Disseminate information about teaching methods and materials?	A B C D E	A B C D E
21. Promote unity and balance between general and vocational education within the state? ...	A B C D E	A B C D E
22. Maintain adequate communications with the Legislature? ...	A B C D E	A B C D E

*A - Almost Always; B - Frequently; C - Occasionally;
D - Seldom; E - Almost Never.

45-70
(65-66,16)

How frequently DOES and
how frequently SHOULD the Division:

		DOES	SHOULD
23.	Evaluate its operations and organization?	A B C D E	A B C D
24.	Assign responsibilities for regulation and leadership activities to separate persons?	A B C D E	A B C D
25.	Make decisions in vocational education with due regard for the total program of education?	A B C D E	A B C D
26.	Provide financial aid to encourage new programs even though this means reducing reimbursement for established programs?	A B C D E	A B C D

*A - Almost Always; B - Frequently; C - Occasionally;
D - Seldom; E - Almost Never

71-80
(73-74,

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION III

INSTRUCTIONS

1. Please do not turn this page until advised.

2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.

3. In general, you are asked to give your personal best judgment or reaction. (You are requested not to speak for any organization or in an official capacity.)

4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.

5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.

6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.

7. Please make whatever additional comments you have on the margins of any page.

8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

Thank you.

SECTION III

Instructions:

Read each question, and then check one of the opposite boxes to indicate your perception or opinion.

Code: A - Of Extreme Importanc
B - Of Moderate Importar
C - Of Little Importance

How IMPORTANT is it for the Division to:	A	B	C
1. Identify problems or obstacles which hinder the achievement of goals?	☐	☐	☐
2. Maintain records on school operation, enrollment, cost statistics, etc.?	☐	☐	☐
3. Promote unity and balance between general and vocational education within the state?	☐	☐	☐
4. Promote an environment favorable to experimentation and innovation?	☐	☐	☐
5. Provide for in-service development of Division personnel?	☐	☐	☐
6. Evaluate its operations and organization?	☐	☐	☐
7. Make decisions in vocational education with due regard for the total program of education?	☐	☐	☐
8. Encourage development of local leadership?	☐	☐	☐
9. Seek increased vocational funds?	☐	☐	☐
10. Develop uniform statewide curricula? ...	☐	☐	☐
11. Maintain a staff which is sensitive to needs of local districts?	☐	☐	☐

		A	B	C*
12.	Determine and enforce minimum standards for safety of students?	☐	☐	☐
13.	Provide consultative services to local districts?	☐	☐	☐
14.	Develop long range plans?	☐	☐	☐
15.	Check local district compliance with state regulations?	☐	☐	☐
16.	Encourage the participation of the public in policy formulation?	☐	☐	☐
17.	Represent the needs of vocational education before the public and the state government?	☐	☐	☐

*A - Of Extreme Importance; B - Of Moderate Importance;
C - Of Little Importance.

20-26
(26,16)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION IV

INSTRUCTIONS

1. Please do not turn this page until advised.
2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.
3. In general, you are asked to give your personal best judgment or reaction. (You are requested not to speak for any organization or in an official capacity.)
4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.
5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.
6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.
7. Please make whatever additional comments you have on the margins of any page.
8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

Thank you.

SECTION IV

Instructions:

Note each question, and then indicate your perception or opinion by circling one letter under DOES and one under SHOULD for each question.

Code: A - Almost Always
B - Frequently
C - Occasionally
D - Seldom
E - Almost Never

How frequently DOES and how frequently SHOULD the Division involve persons like you in

		DOES					SHOULD				
1.	Planning activities?	A	B	C	D	E	A	B	C	D	E
2.	Formulating policy?	A	B	C	D	E	A	B	C	D	E
3.	Determining its staff needs? ..	A	B	C	D	E	A	B	C	D	E
4.	Promotional activities?	A	B	C	D	E	A	B	C	D	E
5.	Evaluating itself?	A	B	C	D	E	A	B	C	D	E
6.	Developing budget requests? ...	A	B	C	D	E	A	B	C	D	E
7.	Setting goals?	A	B	C	D	E	A	B	C	D	E
8.	Defining problems and assigning priorities?	A	B	C	D	E	A	B	C	D	E
9.	Research activities?	A	B	C	D	E	A	B	C	D	E
10.	Developing programs?	A	B	C	D	E	A	B	C	D	E
11.	Disseminating information?	A	B	C	D	E	A	B	C	D	E
12.	Field-testing new methods, materials, etc.?	A	B	C	D	E	A	B	C	D	E
13.	Implementing new ideas and programs?	A	B	C	D	E	A	B	C	D	E
14.	Appearing before legislative committees?	A	B	C	D	E	A	B	C	D	E

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION V

INSTRUCTIONS

1. Please do not turn this page until advised.

2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.

3. In general, you are asked to give your personal best judgment or reaction. (You are requested not to speak for any organization or in an official capacity.)

4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.

5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.

6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.

7. Please make whatever additional comments you have on the margins of any page.

8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

Thank you.

SECTION V

Indicate your perception and opinion by circling one letter under the DOES column and one letter under the SHOULD column opposite each item.

Code:
A - Extensively
B - Some
C - Little
D - None
E - Don't Know

In PLANNING Division activities to what extent DOES and to what extent SHOULD the Division (or State Board) involve the following:

		DOES					SHOULD				
1.	Division Personnel	A	B	C	D	E	A	B	C	D	E
2.	Other State Department of Education Personnel	A	B	C	D	E	A	B	C	D	E
3.	Chief State School Officer	A	B	C	D	E	A	B	C	D	E
4.	State Vocational Director	A	B	C	D	E	A	B	C	D	E
5.	State Board for Voc. Educ.	A	B	C	D	E	A	B	C	D	E
6.	Legislators	A	B	C	D	E	A	B	C	D	E
7.	State Finance Officer	A	B	C	D	E	A	B	C	D	E
8.	U.S. Office of Education	A	B	C	D	E	A	B	C	D	E
9.	Intermediate (County) Offices .	A	B	C	D	E	A	B	C	D	E
10.	Local School Officials	A	B	C	D	E	A	B	C	D	E
11.	Universities and Colleges	A	B	C	D	E	A	B	C	D	E
12.	Community or Junior Colleges ..	A	B	C	D	E	A	B	C	D	E
13.	Area Vocational Schools	A	B	C	D	E	A	B	C	D	E
14.	Private Vocational Schools	A	B	C	D	E	A	B	C	D	E
15.	State Advisory Council	A	B	C	D	E	A	B	C	D	E
16.	Education Organizations	A	B	C	D	E	A	B	C	D	E
17.	Other________________________..	A	B	C	D	E	A	B	C	D	E

CD5
9-46
(39-42,16)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION VI

INSTRUCTIONS

1. Please do not turn this page until advised.

2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.

3. In general, you are asked to give your personal best judgment or reaction. (You are requested not to speak for any organization or in an official capacity.)

4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.

5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.

6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.

7. Please make whatever additional comments you have on the margins of any page.

8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

Thank you.

SECTION VI

Indicate your perception and opinion by circling one letter under the DOES column and one letter under the SHOULD column opposite each item.

Code:
A - Extensively
B - Some
C - Little
D - None
E - Don't Know

In its own POLICY FORMULATION, to what extent DOES and to what extent SHOULD the Division (or State Board) involve the following:

		DOES	SHOULD
1.	Division Personnel	A B C D E	A B C D E
2.	Other State Department of Education Personnel	A B C D E	A B C D E
3.	Chief State School Officer	A B C D E	A B C D E
4.	State Vocational Director	A B C D E	A B C D E
5.	State Board for Voc. Educ.	A B C D E	A B C D E
6.	Legislators	A B C D E	A B C D E
7.	State Finance Officer	A B C D E	A B C D E
8.	U.S. Office of Education	A B C D E	A B C D E
9.	Intermediate (County) Offices ...	A B C D E	A B C D E
10.	Local School Officials	A B C D E	A B C D E
11.	Universities and Colleges	A B C D E	A B C D E
12.	Community or Junior Colleges	A B C D E	A B C D E
13.	Area Vocational Schools	A B C D E	A B C D E
14.	Private Vocational Schools	A B C D E	A B C D E
15.	State Advisory Council	A B C D E	A B C D E
16.	Education Organizations	A B C D E	A B C D E
17.	Other________________________ ..	A B C D E	A B C D E

CD-6
9-46(39-42,16)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION VII

INSTRUCTIONS

1. Please do not turn this page until advised.
2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.
3. In general, you are asked to give your personal best judgment or reaction. (You are requested not to speak for any organization or in an official capacity.)
4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.
5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.
6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.
7. Please make whatever additional comments you have on the margins of any page.
8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

Thank you .

SECTION VII

Circle one letter under each of the two right-hand columns.

Code:
A - Extensively
B - Some
C - Little
D - None
E - Don't Know

To what extent DOES and to what extent SHOULD the Division involve itself in the following activities:

		DOES					SHOULD				
1.	Goal Setting	A	B	C	D	E	A	B	C	D	E
2.	Problem Definition	A	B	C	D	E	A	B	C	D	E
3.	Research	A	B	C	D	E	A	B	C	D	E
4.	Program Development	A	B	C	D	E	A	B	C	D	E
5.	Field Testing	A	B	C	D	E	A	B	C	D	E
6.	Dissemination	A	B	C	D	E	A	B	C	D	E
7.	Practice	A	B	C	D	E	A	B	C	D	E
8.	Inspection and Regulation	A	B	C	D	E	A	B	C	D	E
9.	Supervisory Visits	A	B	C	D	E	A	B	C	D	E
10.	Preparation of Reports	A	B	C	D	E	A	B	C	D	E
11.	Maintenance of Standards	A	B	C	D	E	A	B	C	D	E
12.	Service to Districts	A	B	C	D	E	A	B	C	D	E

47-72
(47-48, 10)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

1/6/67

GROUP INTERVIEW GUIDE
ADDENDUM

Two versions of the Group Interview Guide were used in this Study. The following items were included in the instrument administered to the first sample of 905 respondents, but were deleted from the second instrument to which there were were 878 respondents.

Section I.

Item 1A--"Students should be encouraged to emphasize general education through grade 12, reserving vocational training for grades 13 and later."

Item 2A--"High school guidance personnel tend to direct students toward liberal arts college-prep courses."

Item 3A--"Administrators and non-vocational teachers believe that excellence is possible in vocational education."

Item 4A--"Vocational education is an integral part of a total education program rather than a separate kind of education."

Item 5A--"The Division exerts adequate efforts to make the vocational field appealing."

Section III.

Item 16A--"How important is it for the Division to work with national, state, and local organizations (public and private) on activities relating to vocational education?"

APPENDIX IV (continued)

Supplementary Materials for the Study of Perceptions of State-Level Administration of Vocational-Technical Education

M. Response Frequencies of Respondent Groups Expressed as Percents

This table includes a summary of responses to items from the "Group Interview Guide." Responses are reported as percents; the number upon which each percent was computed is also reported. Due to rounding, percents occasionally do not total to 100 percent.

Abbreviations are used throughout the table to indicate (1) respondent groups, (2) response choices, and (3) items and sections from the "Group Interview Guide."

1. Respondent Groups

SDVE	State Division of Vocational Education
SDE	State Department of Education (excluding SDVE)
LOC SCH	Local Schools
AR SCH	Area Schools (including junior colleges)
HI ED	Higher Education
ST BD	State Board of Education (or Vocational Education)
ADV GP	Vocational Advisory Group or Council (State)
LEG	Legislator
ST DIR	State Director of Vocational Education (included also in SDVE)
CSSO	Office of the Chief State School Officer (included also in SDVE)
OTHER	All other respondents (see respondent category list, Appendix , for specific designations)
N	Number of respondents

2. Response Choices

Section I	
SA	Strongly Agree
A	Agree
U	Uncertain
D	Disagree
SD	Strongly Disagree

Sections II, IV	
AA	Almost Always
Freq	Frequently
Occ	Occasionally
Sel	Seldom
AN	Almost Never

Section III

Exten	of extreme importance
Some	of moderate importance
Little	of little importance
None	of no importance and no response

Sections V, VI, VII

Exten	Extensively
Some	Some
Little	Little
None	None
DK	Don't Know

NR indicates no response

Other Response Choices (Section I, items 49-52 only)

Loc. Bd.	Local Boards
St. Bd. VE	State Board of Vocational Education
St. Bd. Ed.	State Board of Education
St. Bd. HE	State Board of Higher Education
Tch. Ed.	Teacher Education Institutions
Loc. Sch.	Local Schools
Admin.	Administrators
Tchrs.	Teachers
Both	Both Teachers and Administrators

3. Section and Item designations:

Roman numerals (I, II, etc.) refer to SECTIONS of the "Group Interview Guide"
Arabic numerals (1, 2, 3, etc.) refer to ITEMS from the "Group Interview Guide"
D, or DOES, indicates a "does" item (Sections II, IV, V, VI, VII only)
S, or SHOULD, indicates a "should" item (Sections II, IV, V, VI, VII only)
A indicates an item reported in the Appendix to the "Group Interview Guide."

RESPONSES AS PERCENTAGES

SECTION I

I-1 CURRENT PROGRAMS MEET EXISTING NEEDS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	3	0	2	1	0	5	3	4	3	0	1	2
A	24	15	23	30	21	19	25	26	17	18	13	21
U	12	15	13	9	13	9	15	7	0	18	18	13
D	47	53	52	40	52	47	42	41	69	53	50	49
SD	14	15	11	20	14	21	15	22	10	10	18	15
N/R	1	2	0	0	0	0	0	0	0	3	0	1

I-2 REQUIREMENTS FOR HIGH SCHOOL GRADUATION DISCOURAGE ENROLLMENT IN VOCATIONAL COURSES

N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	16	7	13	11	14	12	15	0	14	8	10	13
A	34	39	36	36	42	33	39	37	38	20	41	37
U	12	6	7	13	13	5	12	15	17	10	15	11
D	31	34	34	30	26	42	29	22	28	43	27	31
SD	5	6	6	8	1	5	3	4	3	13	3	5
N/R	2	7	4	3	3	5	2	22	0	8	4	4

I-3 HIGH SCHOOL VOCATIONAL EDUCATION DECREASES THE PROBABILITY OF STUDENTS MEETING COLLEGE ENTRANCE REQUIREMENTS

N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	9	13	13	19	14	9	6	4	3	13	10	11
A	32	43	40	37	32	44	38	37	38	28	48	38
U	9	11	7	8	7	16	10	7	10	8	11	9
D	36	22	30	25	34	16	40	26	41	38	25	30
SD	12	5	7	7	10	9	5	11	7	8	3	8
N/R	2	6	4	3	2	5	2	15	0	8	3	3

RESPONSES AS PERCENTAGES

I-4 VOCATIONAL COURSES SHOULD NOT BE OFFERED BEFORE GRADE 13

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	3	0	4	0	5	12	3	0	0	0	1	3
A	2	6	3	15	3	0	5	10	0	11	7	5
U	3	7	2	2	3	0	1	0	0	6	3	3
D	24	40	31	42	30	29	48	40	36	44	49	35
SD	68	46	60	42	58	59	44	50	64	39	39	54
N/R	1	1	0	0	0	0	0	0	0	0	1	0

I-5 ADDITIONAL FUNDS ARE ESSENTIAL IF THE NEED FOR VOCATIONAL EDUCATION IS TO BE MET

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	58	37	47	57	47	60	42	59	72	30	35	48
A	31	46	38	29	40	26	38	30	24	48	46	38
U	6	11	8	6	9	7	10	4	0	18	12	8
D	4	3	7	8	4	2	9	7	3	3	6	5
SD	1	1	1	1	0	2	0	0	0	0	0	1
N/R	0	1	0	0	0	2	0	0	0	3	0	0

I-6 PROCEDURES FOR LOCAL DISTRICTS TO SECURE STATE VOCATIONAL FUNDS ARE EFFICIENT AND UNCOMPLICATED

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	3	3	2	3	1	2	1	0	7	5	2	2
A	28	19	21	31	19	23	24	22	48	23	11	22
U	15	26	17	10	28	26	29	26	7	18	39	23
D	39	33	40	31	36	33	34	22	34	30	32	36
SD	11	12	15	22	12	14	9	15	0	15	10	13
N/R	3	8	5	3	3	2	3	15	3	10	6	5

RESPONSES AS PERCENTAGES

I-7 STATE AND FEDERAL FUNDS SHOULD BE ALLOCATED TO DISTRICTS WITH THE GREATEST CAPABILITY FOR UTILIZATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	17	11	21	19	18	24	14	30	14	11	11	17
A	43	33	50	46	40	29	50	40	43	28	51	45
U	11	11	10	4	12	6	5	0	7	17	13	10
D	22	39	15	21	17	35	25	10	29	33	19	21
SD	5	6	5	8	8	6	4	20	0	11	3	5
N/R	2	1	1	2	4	0	2	0	7	0	3	2

I-8 VOCATIONAL EDUCATION IN HIGH SCHOOL DECREASES THE PROBABILITY FOR SUCCESS IN COLLEGE

N	189	83	189	48	115	17	101	10	14	18	126	878
SA	2	2	1	2	2	0	3	0	0	0	2	2
A	3	16	8	4	10	12	7	20	7	11	13	8
U	5	8	5	15	6	6	8	10	7	17	8	7
D	39	52	45	38	45	41	51	40	36	33	54	46
SD	51	20	41	40	37	41	30	30	50	39	22	37
N/R	0	1	0	2	0	0	1	0	0	0	2	1

I-9 THE STATE AGENCY (DIVISION) FOR VOCATIONAL-TECHNICAL EDUCATION SHOULD BE AN INTEGRAL PART OF THE STATE DEPARTMENT OF EDUCATION

N	189	83	189	48	115	17	101	10	14	18	126	878
SA	66	73	56	54	63	71	50	60	71	94	31	56
A	25	22	39	25	30	24	42	30	0	0	52	34
U	2	1	3	8	3	6	5	10	7	0	9	4
D	4	0	2	8	2	0	4	0	7	0	8	3
SD	3	2	0	4	2	0	0	0	14	6	1	1
N/R	0	1	0	0	0	0	0	0	0	0	0	0

RESPONSES AS PERCENTAGES

I-10 REGULATIONS OF THE DIVISION ARE IN NEED OF CHANGE AND UPDATING

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	11	8	11	18	16	12	7	11	7	10	8	11
A	50	48	52	49	44	51	49	26	52	55	40	48
U	17	27	24	17	26	14	28	30	17	20	40	25
D	18	10	9	13	9	19	11	15	17	8	5	11
SD	1	0	0	0	1	2	2	4	3	0	0	1
N/R	3	7	4	3	4	2	4	15	3	8	6	4

I-11 CURRENT TRAINING PROGRAMS PRODUCE AN ADEQUATE SUPPLY OF COMPETENT TEACHERS AND ADMINISTRATORS FOR VOCATIONAL EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	2	1	1	1	1	0	3	0	3	0	1	1
A	7	3	7	6	12	2	7	7	7	3	6	7
U	4	10	8	5	5	16	8	11	0	8	14	8
D	49	50	48	39	48	51	45	44	62	63	54	49
SD	36	30	32	47	32	26	36	22	28	20	21	32
N/R	2	7	3	3	3	5	1	15	0	8	4	3

I-12 VOCATIONAL EDUCATION SHOULD BE DESIGNED PRIMARILY FOR STUDENTS WHO CANNOT SUCCEED IN GENERAL EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	2	2	2	6	3	0	1	0	0	11	2	2
A	1	4	4	6	2	6	5	30	0	0	6	4
U	2	0	2	2	1	0	2	20	0	0	4	2
D	24	55	38	29	37	47	42	30	7	33	50	38
SD	71	37	53	56	57	47	50	20	93	56	37	53
N/R	1	1	1	0	1	0	0	0	0	0	0	1

RESPONSES AS PERCENTAGES

I-13 VOCATIONAL EDUCATION IS DESIGNED PRIMARILY FOR STUDENTS NOT ADAPTED FOR SUCCESS IN GENERAL EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	2	2	3	3	2	2	2	0	0	0	1	2
A	9	20	16	13	16	12	26	22	7	13	20	16
U	2	3	4	3	5	2	6	15	0	5	5	4
D	33	46	38	28	38	53	36	37	38	55	43	38
SD	54	27	39	53	38	30	29	26	55	25	30	39
N/R	1	1	0	0	1	0	0	0	0	3	1	1

I-14 CERTIFICATION REQUIREMENTS FOR VOCATIONAL TEACHERS ARE OUTMODED

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	7	8	9	19	17	2	14	4	7	13	9	10
A	34	34	34	33	38	35	32	26	38	28	24	33
U	14	30	25	15	15	33	32	41	14	23	46	25
D	33	15	24	26	24	23	17	11	31	23	10	23
SD	9	4	4	3	2	2	3	4	10	8	3	4
N/R	2	8	4	3	3	5	2	15	0	8	7	4

I-15 HIGH SCHOOLS ARE PRIMARILY CONCERNED WITH PREPARING STUDENTS FOR COLLEGE

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	36	17	27	40	34	16	30	22	28	8	22	29
A	53	62	45	47	49	53	58	59	62	68	59	52
U	1	1	1	4	4	9	1	4	0	3	3	2
D	5	14	20	7	10	16	8	7	0	18	12	12
SD	4	5	7	2	3	5	4	4	10	3	4	4
N/R	1	1	0	0	0	0	0	4	0	3	0	0

RESPONSES AS PERCENTAGES

I-16 HIGH SCHOOLS SHOULD BE PRIMARILY CONCERNED WITH PREPARING STUDENTS FOR COLLEGE

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	46	115	17	101	10	14	18	126	878
SA	2	1	2	0	3	6	1	0	7	0	2	2
A	0	4	1	4	3	6	9	10	0	6	11	4
U	1	2	1	0	1	0	0	0	0	0	3	1
D	37	52	53	31	43	41	50	70	36	50	56	47
SD	59	39	43	63	50	47	41	10	57	44	28	45
N/R	1	2	1	2	1	0	0	10	0	0	1	1

I-17 INADEQUATE SALARIES HAMPER RECRUITMENT OF DIVISION PERSONNEL

N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	43	31	27	37	31	30	25	11	48	33	21	31
A	33	45	43	37	41	35	40	37	34	38	36	39
U	9	11	20	13	14	21	20	19	3	8	28	17
D	13	6	6	8	11	9	10	15	14	13	8	9
SD	1	1	0	1	0	2	1	4	0	3	1	1
N/R	2	6	4	3	2	2	4	15	0	8	6	4

I-18 THE PRESTIGE OF VOCATIONAL EDUCATION IS LOWER THAN THAT OF GENERAL EDUCATION

N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	22	17	23	28	29	28	31	22	10	10	21	24
A	55	55	65	59	53	49	58	37	69	48	63	56
U	7	5	6	0	4	5	1	11	7	8	3	5
D	13	20	12	8	10	19	7	19	10	33	10	12
SD	3	2	4	5	3	0	4	11	3	0	3	4
N/R	1	1	0	0	0	0	0	0	0	3	0	0

RESPONSES AS PERCENTAGES

I-19 VOCATIONAL EDUCATION NEEDS DRASTIC CHANGE FOR IMPROVEMENT

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	10	14	16	23	20	16	18	19	3	8	17	16
A	37	53	44	37	43	35	43	30	38	50	45	42
U	11	13	15	8	15	12	12	11	10	10	21	14
D	37	14	20	26	19	28	25	19	45	25	14	23
SD	3	0	1	3	0	7	0	4	3	0	0	1
N/R	2	6	4	3	3	2	2	19	0	8	4	4

I-20 ACHIEVEMENT OF EXCELLENCE IS EQUALLY POSSIBLE IN BOTH GENERAL AND VOCATIONAL EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	53	45	46	44	60	41	50	20	64	39	31	47
A	42	47	47	50	37	53	46	70	36	56	62	47
U	1	1	2	2	2	0	1	10	0	0	3	2
D	3	6	6	4	1	6	3	0	0	6	3	4
SD	1	0	0	0	0	0	1	0	0	0	1	0
N/R	0	1	0	0	0	0	0	0	0	0	0	0

I-21 VOCATIONAL TRAINING OPPORTUNITIES FOR WOMEN ARE GENERALLY ADEQUATE

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	2	2	1	1	3	2	1	0	3	3	2	2
A	16	6	15	13	14	12	19	19	10	13	17	15
U	6	8	7	4	11	14	16	15	0	13	18	10
D	57	63	58	56	49	51	51	41	76	55	51	55
SD	18	14	16	24	21	19	12	11	10	10	9	16
N/R	2	6	3	3	3	2	1	15	0	8	3	3

RESPONSES AS PERCENTAGES

I-22 OCCUPATIONAL PREPARATION SHOULD BE A FUNDAMENTAL PART OF EDUCATION

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	57	39	47	51	55	44	43	41	69	35	46	49
A	40	56	50	47	43	47	51	52	31	60	49	47
U	1	2	0	1	0	2	1	0	0	3	1	1
D	2	1	3	0	1	5	4	7	0	0	2	2
SD	0	0	1	1	0	0	1	0	0	0	1	0
N/R	0	2	0	0	0	2	1	0	0	3	1	0

I-23 INCREASING DEMANDS FOR SPECIALIZED SKILLS JUSTIFY MORE EMPHASIS UPON VOCATIONAL-TECHNICAL EDUCATION AND LESS UPON GENERAL EDUCATION

N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	8	6	6	8	8	7	12	0	7	3	6	7
A	20	14	21	17	20	14	27	22	17	10	25	21
U	10	6	7	8	7	12	10	15	3	5	9	8
D	43	47	47	41	41	40	42	26	66	53	45	44
SD	17	19	15	24	22	26	8	15	7	23	11	16
N/R	2	7	4	3	3	2	2	22	0	8	4	4

I-24 VOCATIONAL EDUCATION SHOULD BE AN INTEGRAL PART OF A TOTAL EDUCATION PROGRAM RATHER THAN A SEPARATE KIND OF EDUCATION

N	189	83	189	48	115	17	101	10	14	18	126	878
SA	55	47	55	56	57	29	45	0	71	72	35	49
A	40	46	39	33	40	59	46	50	29	28	48	42
U	3	5	2	0	1	6	5	30	0	0	6	3
D	2	1	4	8	3	0	4	20	0	0	9	4
SD	1	0	1	2	0	0	1	0	0	0	1	1
N/R	0	1	0	0	0	6	0	0	0	0	2	0

RESPONSES AS PERCENTAGES

I-25 STATE-LEVEL IMPLEMENTATION OF RECENT FEDERAL VOCATIONAL ACTS ADEQUATELY MEETS THE INTENT OF THE LEGISLATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	4	1	3	3	2	7	2	0	3	0	2	3
A	43	36	25	38	20	23	31	19	55	53	19	29
U	22	31	34	19	24	30	35	33	17	13	42	30
D	22	20	28	27	41	30	27	30	17	23	27	28
SD	7	5	6	10	11	7	5	4	7	5	6	7
N/R	3	7	4	3	3	2	1	15	0	6	5	4

I-26 VOCATIONAL EDUCATION SHOULD SERVE A GREATER NUMBER OF OCCUPATIONAL AREAS.

N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	38	24	36	46	35	40	27	33	48	18	28	34
A	57	63	58	48	57	53	62	67	52	65	61	58
U	4	10	4	3	6	2	5	0	0	15	7	5
D	2	1	2	3	1	5	5	0	0	0	3	2
SD	0	0	0	0	0	0	1	0	0	0	0	0
N/R	0	2	0	0	0	0	0	0	0	3	1	1

I-27 THERE IS NEED TO DEVOTE GREATER EMPHASIS TO DESIGNING NEW PROGRAMS AND REVISING OLD ONES

N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	34	30	28	36	34	40	35	19	38	28	25	31
A	57	56	63	51	55	40	59	56	59	60	64	59
U	4	8	4	5	5	12	2	22	0	10	7	5
D	4	4	4	8	5	9	2	4	3	0	1	4
SD	1	0	0	0	0	0	0	0	0	0	1	0
N/R	0	2	0	0	0	0	1	0	0	3	1	1

RESPONSES AS PERCENTAGES

I-28 AVAILABLE FUNDS ARE BEING EFFICIENTLY UTILIZED IN VOCATIONAL EDUCATION

RESP. GROUP:	DVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	13	5	7	6	6	9	5	15	21	8	3	8
A	46	37	31	42	28	40	39	30	59	38	28	36
U	17	27	29	20	26	30	27	26	3	28	36	26
D	19	25	26	21	30	14	24	19	10	20	22	23
SD	4	3	6	10	8	7	5	11	3	5	9	6
N/R	1	2	1	1	1	0	0	0	3	3	1	1

I-29 VOCATIONAL EDUCATION LACKS PUBLIC APPEAL AND NEEDS AN IMPROVED IMAGE

N	189	83	189	48	115	17	101	10	14	18	126	878
SA	26	31	38	42	34	18	39	20	29	22	35	33
A	54	47	49	52	54	65	50	40	50	44	58	52
U	5	8	4	2	3	0	3	0	7	6	2	4
D	13	12	7	2	7	12	8	20	7	28	6	9
SD	1	0	2	2	1	6	1	20	7	0	0	1
N/R	1	1	1	0	1	0	0	0	0	0	0	0

I-30 HIGH SCHOOL VOCATIONAL COURSES ARE MORE EXPLORATORY THAN VOCATIONAL IN NATURE

N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	4	7	8	7	10	5	4	0	0	5	6	6
A	30	55	42	48	34	58	49	37	24	45	47	42
U	11	12	8	11	17	19	14	22	14	15	25	14
D	45	16	34	23	33	16	30	26	45	23	15	30
SD	8	1	4	8	4	0	2	0	14	3	1	4
N/R	3	8	4	3	2	2	1	15	3	10	6	4

RESPONSES AS PERCENTAGES

I-31 THE DIVISION SHOULD ASSUME MAJOR RESPONSIBILITY FOR ADAPTING VOCATIONAL EDUCATION PROGRAMS TO CHANGING NEEDS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	40	37	30	25	33	47	37	19	38	30	33	34
A	53	54	57	63	56	47	60	56	59	58	59	56
U	3	0	4	3	3	2	2	11	0	0	2	3
D	2	1	5	7	6	2	0	0	0	3	1	3
SD	0	0	1	1	0	0	0	0	0	0	0	1
N/R	3	8	3	3	2	2	1	15	3	10	4	3

I-32 SELF-EVALUATION (SUPPLEMENTED BY USE OF OUTSIDE CONSULTANTS) IS MORE CONDUCIVE TO IMPROVEMENT OF THE DIVISION THAN AN EVALUATION DONE BY OUTSIDE SOURCES ALONE

N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	35	33	25	25	39	26	33	7	52	25	20	29
A	44	43	51	51	40	40	48	48	34	55	51	47
U	7	8	7	8	6	16	7	19	3	0	10	8
D	8	6	8	8	9	9	9	4	3	8	10	8
SD	2	1	2	5	2	0	2	0	0	0	2	2
N/R	5	10	7	3	4	7	1	22	7	13	7	6

I-33 VOCATIONAL PROGRAMS ARE OFTEN CONDUCTED WITH INADEQUATE AND OBSOLETE FACILITIES

N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	17	18	23	18	27	19	25	15	7	10	14	20
A	46	44	47	56	51	44	49	33	48	48	54	49
U	6	19	9	8	11	12	8	26	3	13	16	11
D	26	14	20	15	10	21	16	26	28	15	12	18
SD	3	3	1	3	1	5	1	0	7	8	1	2
N/R	1	3	0	0	0	0	1	0	7	8	2	1

RESPONSES AS PERCENTAGES

I-34 THE PUBLIC SCHOOLS ARE TURNING OUT LARGE NUMBERS OF YOUNG PEOPLE WHO ARE UNQUALIFIED FOR EMPLOYMENT

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	43	28	33	38	43	40	42	26	41	18	38	38
A	39	49	47	42	41	40	45	48	38	48	42	43
U	3	5	6	4	7	9	2	11	3	8	6	5
D	10	14	11	12	9	9	9	15	3	23	11	11
SD	4	2	2	3	0	2	2	0	10	0	3	2
N/R	2	2	0	2	0	0	0	0	3	5	1	1

I-35 LOCAL DISTRICTS SHOULD HAVE THE MAJOR RESPONSIBILITY FOR THE NATURE AND EXTENT OF LOCAL VOCATIONAL PROGRAMS

N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	18	9	23	28	16	7	9	15	3	5	10	16
A	44	43	45	32	45	37	48	48	59	58	43	43
U	10	9	7	6	9	9	12	7	7	8	11	9
D	16	25	16	15	21	28	23	22	21	20	24	20
SD	2	3	2	7	4	7	6	7	0	0	4	3
N/R	9	11	8	12	4	12	2	0	10	10	9	8

I-36 ADMISSION REQUIREMENTS FOR VOCATIONAL PROGRAMS EXCLUDE MANY WHO NEED THE TRAINING

N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	7	8	8	8	12	2	10	4	7	8	6	8
A	30	36	34	29	28	40	22	19	24	35	28	30
U	13	26	14	15	20	23	24	44	10	18	36	20
D	44	27	40	38	36	33	42	30	48	35	25	37
SD	6	0	4	8	3	0	1	4	7	0	3	4
N/R	1	3	1	1	1	2	1	0	3	5	3	1

RESPONSES AS PERCENTAGES

I-37 VOCATIONAL EDUCATION IS APPROPRIATE FOR STUDENTS NOT ADAPTED FOR SUCCESS IN THE GENERAL PROGRAM

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	9	8	7	10	11	2	8	4	10	8	8	8
A	39	32	38	36	38	47	44	44	38	35	41	39
U	6	6	6	7	10	0	7	7	7	8	8	7
D	23	32	23	21	20	26	29	15	14	35	20	23
SD	10	4	12	12	12	9	9	4	14	0	8	10
N/R	14	18	14	14	9	16	3	26	17	15	15	13

I-38 VOCATIONAL EDUCATION HAS TENDED TO PERPETUATE STEREOTYPED AND RIGID PROGRAMS RATHER THAN TO ADAPT TO CHANGING NEEDS

N	189	83	189	48	115	17	101	10	14	18	126	878
SA	8	22	14	6	16	12	13	10	7	28	10	12
A	47	51	50	54	49	41	45	40	64	50	52	49
U	8	14	13	6	8	12	11	30	14	6	17	12
D	29	10	20	29	23	35	26	20	7	11	19	23
SD	7	2	3	4	5	0	5	0	7	6	1	4
N/R	1	1	0	0	0	0	1	0	0	0	2	1

I-39 THE INCREASING COMPLEXITY OF EDUCATION AND THE ATTENDANT CHALLENGES FOR UNDERSTANDING WARRANT LESS AND LESS INVOLVEMENT OF LAY CITIZENS IN DECISION-MAKING

N	189	83	189	48	115	17	101	10	14	18	126	878
SA	2	5	2	4	2	0	3	0	0	6	3	3
A	7	5	20	10	10	6	12	20	7	11	13	12
U	3	7	6	8	7	6	4	0	0	11	5	5
D	56	47	47	46	49	47	44	40	36	44	45	48
SD	31	35	24	31	32	35	37	40	57	28	32	31
N/R	1	1	1	0	1	6	1	0	0	0	2	1

RESPONSES AS PERCENTAGES

I-40 THERE IS APPRECIABLE DISCRIMINATION IN VOCATIONAL EDUCATION BASED UPON SEX

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	6	12	9	10	8	6	8	10	0	17	2	7
A	32	48	40	42	47	47	34	20	57	50	34	38
U	8	8	10	4	8	6	18	10	21	11	23	12
D	40	19	33	19	30	29	32	40	21	17	34	32
SD	13	8	7	23	5	12	6	10	0	6	5	9
N/R	1	4	2	2	2	0	3	10	0	0	2	2

I-40 THERE IS APPRECIABLE DISCRIMINATION IN VOCATIONAL EDUCATION BASED UPON AGE

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	3	7	4	6	4	0	4	0	0	6	2	4
A	21	34	27	25	32	41	28	40	43	39	36	29
U	10	17	12	13	13	6	12	10	14	22	20	13
D	49	28	45	29	43	35	46	20	36	28	32	41
SD	16	11	9	23	5	12	6	10	7	6	6	10
N/R	1	4	3	4	2	6	5	20	0	0	5	3

I-40 THERE IS APPRECIABLE DISCRIMINATION IN VOCATIONAL EDUCATION BASED UPON RELIGION

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	1	0	0	0	0	6	1	0	0	0	0	0
A	2	1	0	2	2	0	1	0	0	6	2	1
U	6	11	6	8	10	12	11	20	7	17	17	10
D	46	43	49	46	45	41	46	50	71	50	51	47
SD	44	40	39	40	40	35	37	20	21	28	25	38
N/R	2	5	6	4	3	6	5	10	0	0	6	4

RESPONSES AS PERCENTAGES

I-40 THERE IS APPRECIABLE DISCRIMINATION IN VOCATIONAL EDUCATION BASED UPON RACE

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	2	4	3	4	6	6	3	0	0	6	2	3
A	9	14	10	10	16	12	10	0	21	11	14	12
U	6	12	11	13	14	12	12	20	7	28	20	12
D	46	40	48	38	38	35	47	50	50	39	40	43
SD	36	25	25	33	24	29	26	20	21	17	18	27
N/R	2	5	3	2	2	6	3	10	0	0	6	3

I-41 VOCATIONAL EDUCATION SHOULD BE ONE OF THE MAJOR PURPOSES OF THE TWO-YEAR JUNIOR OR COMMUNITY COLLEGE

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	43	43	32	54	43	29	34	20	43	33	17	36
A	36	45	47	25	43	35	48	50	29	56	55	44
U	6	7	9	2	3	18	4	10	7	11	11	7
D	8	2	11	6	9	12	10	20	21	0	13	9
SD	5	1	2	10	2	6	4	0	0	0	2	3
N/R	1	1	1	2	1	0	1	0	0	0	2	1

I-42 THERE IS A NEED FOR THE DEVELOPMENT OF A PROCEDURE AND CRITERIA FOR SELF-ANALYSIS OF DIVISION OPERATIONS

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	35	40	24	42	32	24	26	10	64	44	22	30
A	59	52	67	50	60	71	65	60	36	56	63	61
U	3	6	8	6	6	0	7	20	0	0	14	7
D	2	0	1	2	1	0	0	10	0	0	0	1
SD	0	0	1	0	0	0	0	0	0	0	0	0
N/R	1	2	0	0	1	6	2	0	0	0	1	1

RESPONSES AS PERCENTAGES

I-43 THERE IS SOME SOCIAL STIGMA ATTACHED TO ENROLLMENT IN VOCATIONAL PROGRAMS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	20	17	23	31	30	12	17	4	7	10	18	21
A	65	61	60	59	62	65	62	78	83	53	66	63
U	7	8	5	1	3	14	4	11	0	10	4	6
D	7	12	10	8	4	9	12	7	7	23	10	9
SD	0	1	2	1	0	0	4	0	0	0	1	1
N/R	1	2	0	0	1	0	2	0	3	5	0	1

I-44 EXISTING FEDERAL ACTS SET VOCATIONAL EDUCATION APART FROM GENERAL EDUCATION, CREATING AN UNDESIRABLE DUAL SYSTEM

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	6	22	13	8	8	18	8	10	0	22	3	9
A	20	45	33	40	35	29	35	0	0	39	33	31
U	15	7	15	8	11	24	20	60	0	11	32	17
D	46	23	34	31	35	29	31	20	64	28	29	34
SD	11	2	5	13	10	0	5	10	36	0	2	7
N/R	2	1	0	0	2	0	2	0	0	0	2	1

I-45 VOCATIONAL EDUCATION IS APPROPRIATE FOR STUDENTS WHO ARE WELL-ADAPTED FOR SUCCESS IN GENERAL EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	28	25	21	17	29	24	29	0	43	28	7	22
A	62	58	62	67	63	65	61	30	57	67	70	63
U	7	7	7	2	2	0	2	10	0	6	10	6
D	3	8	6	10	4	12	6	50	0	0	13	7
SD	0	0	3	4	2	0	1	0	0	0	0	1
N/R	0	1	0	0	1	0	1	10	0	0	1	1

RESPONSES AS PERCENTAGES

I-46 DUE TO THE MOBILITY OF THE POPULATION, HEAVY LOCAL TAX LOADS, SUPERIORITY OF THE FEDERAL TAX COLLECTING MACHINERY, ETC., THERE SHOULD BE MORE FEDERAL FINANCING OF EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	20	28	33	19	24	29	19	0	29	44	16	23
A	44	45	44	56	42	41	33	50	50	33	38	42
U	16	17	6	2	17	6	19	10	14	17	21	14
D	17	8	13	21	11	18	23	30	7	6	20	16
SD	2	1	4	2	5	6	5	10	0	0	4	4
N/R	1	1	1	0	1	0	2	0	0	0	2	1

I-47 IT IS POSSIBLE TO HAVE MAJOR FEDERAL FINANCING OF EDUCATION AND STILL MAINTAIN LOCAL CONTROL

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	21	20	27	23	30	18	11	0	29	33	13	21
A	49	53	48	44	50	47	56	30	50	44	44	49
U	14	10	8	10	9	6	9	20	14	0	17	11
D	12	10	14	23	9	18	17	20	7	22	17	14
SD	2	5	3	0	2	12	5	30	0	0	6	4
N/R	2	2	0	0	1	0	2	0	0	0	2	1

I-48 THE PUBLIC SHOULD NOT FEAR FEDERAL CONTROL OF EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SA	16	12	15	10	29	12	8	0	14	11	6	14
A	29	29	34	38	35	24	35	0	29	33	30	32
U	11	14	11	6	10	6	11	20	14	11	13	11
D	29	24	28	35	17	41	32	20	36	33	33	28
SD	14	19	12	10	10	16	13	60	7	11	14	14
N/R	1	1	1	0	1	0	2	0	0	0	2	1

RESPONSES AS PERCENTAGES

I-49 IDEALLY, ALL PUBLIC POST-HIGH SCHOOL VOCATIONAL-TECHNICAL EDUCATION (13TH AND 14TH GRADES) SHOULD BE UNDER THE JURISDICTION OF. (IF YOU BELIEVE THE RESPONSIBILITY SHOULD BE DIVIDED, CHECK MORE THAN ONE.)

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	63	189	48	115	17	101	10	14	18	126	878
LOC.BD	54	51	58	58	56	65	52	30	71	72	43	53
STBDVE	66	31	54	58	65	71	66	40	79	17	60	59
STBDED	37	54	39	25	35	59	35	60	29	50	39	39
STBDHE	16	8	12	21	33	24	19	10	7	0	16	18
OTHER	7	5	4	13	8	6	9	30	7	6	6	7

I-50 STATE DIVISION PERSONNEL SHOULD CONSULT AND ADVISE.

N	189	83	189	48	115	17	101	10	14	18	126	878
ADMIN	0	1	2	6	0	0	4	0	0	0	0	1
TCHRS	15	18	14	29	14	6	21	20	36	28	16	16
BOTH	84	80	82	65	86	94	72	80	64	72	82	81
N/R	2	1	2	0	0	0	3	0	0	0	2	2

I-51 WHO DOES HAVE AND WHO SHOULD HAVE RESPONSIBILITY FOR DETERMINING WHAT IN-SERVICE EDUCATION IS NEEDED FOR PERSONNEL OF VOCATIONAL-TECHNICAL PROGRAMS IN THE STATE (CHECK ONE OR MORE IN EACH COLUMN.)

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	169	83	189	46	115	17	101	10	14	18	126	878
SDVE	75	69	66	69	73	65	55	60	86	72	54	66
LOCSCH	34	35	31	33	34	35	33	30	29	50	24	32
TCH.ED	38	25	22	21	49	12	22	10	29	33	11	27
OTHER	7	1	3	0	7	0	1	0	7	0	2	4

RESPONSES AS PERCENTAGES

I-51 SHOULD

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
SDVE	80	72	71	60	69	65	74	70	64	72	74	73
LOCSCH	48	52	47	54	51	41	38	40	36	61	32	45
TCH.ED	45	34	33	33	67	12	28	10	29	56	25	38
OTHER	10	12	8	8	15	0	7	0	0	17	6	9

I-52 WHO DOES HAVE AND WHO SHOULD HAVE RESPONSIBILITY FOR PROVIDING IN-SERVICE EDUCATION FOR PERSONNEL OF VOCATIONAL-TECHNICAL PROGRAMS IN THE STATE (CHECK ONE OR MORE IN EACH COLUMN.)

N	189	83	189	48	115	17	101	10	14	18	126	878
SDVE	69	67	54	56	57	47	50	50	64	78	43	57
LOCSCH	24	40	26	31	23	18	24	30	14	50	15	25
TCH.ED	57	39	32	35	63	35	30	10	64	44	19	40
OTHER	2	0	4	2	2	0	1	0	0	0	2	2

I-52 SHOULD

N	189	83	189	48	115	17	101	10	14	18	126	878
SDVE	69	70	71	60	59	59	67	50	57	78	68	67
LOCSCH	37	48	37	46	37	29	27	40	14	78	25	35
TCH.ED	67	53	44	54	75	29	44	0	57	56	38	53
OTHER	5	12	6	10	8	12	4	0	0	11	1	6

RESPONSES AS PERCENTAGES

I-53D SUPERVISE PRIVATE SCHOOLS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	38	30	42	41	35	53	34	33	41	23	31	37
A	50	46	29	37	42	23	32	19	45	53	26	37
U	0	0	0	0	0	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0	0	0	0	0
N/R	12	23	29	22	23	23	35	48	14	25	43	26

I-53S SUPERVISE PRIVATE SCHOOLS

N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	65	64	65	65	64	74	54	56	69	65	56	63
A	23	23	15	19	23	9	20	15	24	13	22	20
U	0	0	0	0	0	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0	0	0	0	0
N/R	12	14	21	16	13	16	26	30	7	23	22	17

I-54D SET STANDARDS FOR CERTIFICATION OF TEACHERS

N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	90	75	87	91	88	91	74	67	86	73	57	81
A	4	14	4	4	4	0	5	4	7	18	6	5
U	0	0	0	0	0	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0	0	0	0	0
N/R	6	11	9	5	7	9	22	30	7	10	37	14

RESPONSES AS PERCENTAGES

I-548 SET STANDARDS FOR CERTIFICATION OF TEACHERS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
SA	91	87	91	95	92	88	85	85	86	83	85	89
A	1	7	0	2	3	0	1	0	7	10	3	2
U	0	0	0	0	0	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0	0	0	0	0
N/R	8	6	9	3	5	12	15	15	7	8	13	9

I-1(A) STUDENTS SHOULD BE ENCOURAGED TO EMPHASIZE GENERAL EDUCATION THROUGH GRADE 12, RESERVING VOCATIONAL TRAINING FOR GRADES 13 AND LATER

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
SA	3	13	5	17	6	4	10	6	0	14	11	8
A	9	13	10	17	25	15	21	6	13	9	17	14
U	5	7	4	10	6	12	7	12	0	5	6	6
D	30	46	44	31	39	50	45	53	27	64	47	40
SD	53	21	36	24	23	19	17	24	60	5	19	32
N/R	0	1	0	0	1	0	0	0	0	5	0	0

I-2(A) HIGH SCHOOL GUIDANCE PERSONNEL TEND TO DIRECT STUDENTS TOWARD LIBERAL ARTS COLLEGE-PREP COURSES

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
SA	51	21	28	49	53	23	38	12	47	14	36	38
A	40	39	47	41	34	50	34	47	47	50	47	43
U	3	4	4	1	5	8	7	12	0	5	4	4
D	1	22	13	3	4	12	17	0	7	18	7	8
SD	1	1	2	1	0	4	0	6	0	0	2	1
N/R	3	13	6	4	4	4	3	24	0	14	4	5

RESPONSES AS PERCENTAGES

I-3(A) ADMINISTRATORS AND NONVOCATIONAL TEACHERS BELIEVE THAT EXCELLENCE IS POSSIBLE IN VOCATIONAL EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
SA	3	4	7	1	8	8	3	0	7	5	4	5
A	20	36	37	31	25	27	34	35	40	32	27	29
U	25	22	17	10	20	31	17	24	13	27	27	21
D	40	35	33	49	41	35	34	24	40	32	34	37
SD	11	1	6	7	5	0	7	12	0	0	4	7
N/R	1	1	0	1	1	0	3	6	0	5	3	1

I-4(A) VOCATIONAL EDUCATION IS AN INTEGRAL PART OF A TOTAL EDUCATIONAL PROGRAM RATHER THAN A SEPARATE KIND OF EDUCATION

N	205	72	226	70	114	26	29	17	15	22	146	905
SA	58	50	46	50	54	42	24	29	67	41	25	46
A	31	38	45	36	33	42	62	59	27	45	61	42
U	2	1	2	4	1	0	0	6	0	0	3	2
D	8	6	7	9	11	15	14	6	7	9	7	8
SD	1	3	1	0	0	0	0	0	0	0	3	1
N/R	0	3	0	1	1	0	0	0	0	5	1	1

I-5(A) THE DIVISION EXERTS ADEQUATE EFFORTS TO MAKE THE VOCATIONAL FIELD APPEALING

N	205	72	226	70	114	26	29	17	15	22	146	905
SA	8	0	2	6	1	12	0	6	7	0	2	4
A	40	32	27	23	27	42	45	24	33	41	23	30
U	11	22	21	16	21	19	17	6	13	5	30	20
D	30	26	35	50	35	19	34	18	33	36	29	33
SD	1	0	2	1	7	0	0	12	0	0	5	3
N/R	8	19	13	4	9	8	3	35	13	18	11	11

RESPONSES AS PERCENTAGES

I-6(A) VOCATIONAL EDUCATION PROGRAMS GIVE INADEQUATE CONSIDERATION TO THE NEEDS OF THE FUTURE

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
SA	2	8	4	7	9	8	3	0	0	5	8	5
A	22	42	35	37	39	50	41	29	7	45	49	36
U	11	17	11	7	15	8	17	29	13	14	14	13
D	48	15	32	39	28	27	28	0	40	18	19	31
SD	8	0	5	6	0	0	3	6	27	0	0	4
N/R	9	18	13	4	9	8	7	35	13	18	10	11

I-7(A) THERE IS A NEED FOR THE DEVELOPMENT OF A PROCEDURE AND CRITERIA FOR SELF-ANALYSIS OF DIVISION OPERATIONS

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
SA	23	15	15	20	34	23	14	12	20	14	8	18
A	63	58	62	66	45	50	48	41	60	55	61	59
U	1	6	8	9	11	8	31	12	0	9	18	9
D	3	1	2	1	1	12	0	0	7	0	1	2
SD	0	0	0	0	0	0	0	0	0	0	0	0
N/R	9	19	14	4	10	8	7	35	13	23	13	12

I-8(A) EACH OCCUPATIONAL AREA OF VOCATIONAL EDUCATION HAS TENDED TO GUARD ITS OWN SPECIAL GOALS, RATHER THAN TO PROMOTE BROAD GENERAL GOALS

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
SA	14	14	15	24	28	0	10	0	7	18	15	16
A	53	51	53	50	59	38	52	35	60	55	47	51
U	11	22	16	11	3	31	17	47	7	5	30	17
D	20	10	15	13	10	31	17	18	13	14	5	14
SD	1	0	0	0	0	0	0	0	7	0	1	1
N/R	1	3	1	1	1	0	3	0	7	9	1	1

RESPONSES AS PERCENTAGES

SECTION II

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-1D CONSULT WITH LOCAL DISTRICT REPRESENTATIVES ON IMPORTANT VOCATIONAL EDUCATION MATTERS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	29	24	16	16	13	23	18	11	14	23	12	19
FREQ	43	44	33	25	38	51	40	22	59	48	31	37
OCC	24	21	34	43	32	7	23	19	26	20	18	27
SEL	2	3	9	8	8	5	5	15	0	0	3	6
AN	0	0	3	4	3	2	2	4	0	0	2	2
N/P	2	9	4	3	6	12	12	30	0	10	35	10

II-1S CONSULT WITH LOCAL DISTRICT REPRESENTATIVES ON IMPORTANT VOCATIONAL EDUCATION MATTERS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	52	50	39	38	38	37	34	19	45	60	40	42
FREQ	43	44	55	54	57	58	58	63	52	33	46	51
OCC	3	1	4	4	1	5	2	4	0	0	4	3
SEL	0	1	0	2	0	0	0	0	0	0	0	0
AN	0	0	0	0	0	0	0	0	0	0	0	0
N/P	2	5	2	2	3	0	6	15	3	8	10	4

II-2D WORK COOPERATIVELY WITH TEACHER EDUCATION INSTITUTIONS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	40	25	25	19	29	23	30	11	31	18	14	27
FREQ	38	34	33	35	34	47	27	26	62	38	23	33
OCC	14	24	22	25	21	7	25	7	3	33	17	20
SEL	4	4	7	8	8	7	4	4	3	3	6	6
AN	2	1	1	2	3	0	1	0	0	0	1	2
N/P	2	12	12	10	4	16	14	52	0	10	39	14

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-2S WORK COOPERATIVELY WITH TEACHER EDUCATION INSTITUTIONS

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	66	54	53	45	62	56	52	41	55	60	46	55
FREQ	30	37	36	47	36	42	38	33	41	33	36	36
OCC	1	3	5	2	1	2	2	0	0	0	5	3
SEL	0	0	0	0	0	0	0	0	0	0	0	0
AN	0	0	0	0	0	0	0	0	0	0	0	0
N/R	2	6	7	6	1	0	8	26	3	8	12	6

II-3D ASSIST LOCAL SCHOOL DISTRICTS WITH RESEARCH DESIGN, WRITING PROPOSALS AND SECURING FUNDS FOR CONDUCTING RESEARCH

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	10	7	7	3	5	23	10	11	14	10	6	8
FREQ	16	18	19	19	10	23	22	11	14	10	17	17
OCC	33	25	30	21	26	19	31	22	34	20	20	27
SEL	22	26	25	30	25	14	15	15	31	38	15	22
AN	14	10	14	21	23	5	7	7	7	10	6	13
N/R	4	14	6	6	10	16	15	33	0	13	36	13

II-3S ASSIST LOCAL SCHOOL DISTRICTS WITH RESEARCH DESIGN, WRITING PROPOSALS AND SECURING FUNDS FOR CONDUCTING RESEARCH

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	30	33	33	25	30	42	32	41	28	33	29	31
FREQ	51	50	51	57	47	40	47	33	55	45	46	49
OCC	14	12	12	15	15	12	10	7	14	13	11	13
SEL	1	0	1	0	0	2	2	0	0	0	1	1
AN	0	0	0	0	3	0	0	0	0	0	1	1
N/R	4	5	3	3	5	5	8	19	3	10	12	6

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-4D PROMOTE AN ENVIRONMENT FOR EXPERIMENTATION AND INNOVATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	12	6	9	6	7	16	13	7	10	6	4	9
FREQ	34	19	24	25	20	28	21	15	28	5	17	24
OCC	35	43	32	25	31	21	27	26	55	53	22	31
SEL	13	19	20	31	23	14	18	7	7	23	15	18
AN	3	2	8	10	11	2	5	4	0	3	4	6
N/R	3	12	7	3	7	19	16	41	0	10	38	13

II-4S PROMOTE AN ENVIRONMENT FOR EXPERIMENTATION AND INNOVATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	53	45	42	37	44	51	38	37	48	40	38	44
FREQ	38	46	46	53	47	33	45	33	41	48	40	43
OCC	6	4	8	7	7	14	8	11	7	5	10	7
SEL	0	1	0	1	1	2	1	0	0	0	0	1
AN	0	0	0	1	0	0	0	0	0	0	0	0
N/R	2	5	3	2	2	0	8	19	3	8	11	4

II-5D EMPHASIZE MINIMUM STANDARDS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	41	36	32	31	33	40	26	19	34	45	18	32
FREQ	33	34	30	42	31	28	35	15	48	25	22	31
OCC	15	11	18	17	16	9	21	26	17	15	13	16
SEL	5	5	8	3	9	5	1	0	0	3	5	5
AN	2	2	4	4	3	0	2	0	0	3	2	3
N/R	4	12	8	3	8	19	16	41	0	10	40	14

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-5S EMPHASIZE MINIMUM STANDARDS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	52	47	44	45	45	56	45	33	41	48	41	46
FREQ	22	21	33	32	27	21	28	22	41	18	28	27
OCC	11	14	9	9	12	14	9	15	14	20	9	10
SEL	6	4	4	4	7	0	3	0	0	8	3	4
AN	5	6	3	6	5	5	2	0	0	0	4	4
N/R	4	8	7	3	5	5	12	30	3	8	15	8

II-6D PROVIDE CONSULTATIVE HELP

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	43	34	24	18	19	40	25	11	34	35	15	27
FREQ	39	44	36	31	35	33	36	30	52	48	27	35
OCC	14	11	27	33	29	14	18	19	14	5	20	21
SEL	3	2	7	14	10	5	6	7	0	3	5	6
AN	0	0	2	3	3	0	2	0	0	0	1	1
N/R	2	10	4	1	3	9	12	33	0	10	33	9

II-6S PROVIDE CONSULTATIVE HELP

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	70	61	51	46	49	60	56	56	52	73	43	55
FREQ	26	32	41	47	43	35	35	30	45	18	40	37
OCC	2	1	4	5	5	2	3	0	0	3	5	4
SEL	0	0	0	0	0	0	0	0	0	0	0	0
AN	0	0	0	1	0	0	0	0	0	0	0	0
N/R	2	6	3	1	2	2	6	15	3	8	11	4

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-7D PROVIDE FOR IN-SERVICE DEVELOPMENT OF DIVISION PERSONNEL

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	11	9	12	6	6	21	18	7	21	10	6	10
FREQ	25	25	29	28	24	28	28	19	24	23	19	25
OCC	37	34	28	31	29	19	22	15	34	40	21	29
SEL	19	14	11	14	16	14	6	7	21	13	7	13
AN	6	5	2	4	9	0	5	0	0	3	0	4
N/R	2	14	18	17	17	19	22	52	0	13	47	19

II-7S PROVIDE FOR IN-SERVICE DEVELOPMENT OF DIVISION PERSONNEL

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	51	43	38	35	41	47	49	33	41	48	37	42
FREQ	41	49	40	44	45	44	35	26	52	38	41	42
OCC	5	3	11	8	5	9	5	7	3	3	7	7
SEL	1	1	0	0	0	0	0	0	0	3	0	0
AN	0	0	0	0	0	0	0	0	0	0	0	0
N/R	2	5	11	13	7	0	12	33	3	10	15	9

II-8D ENCOURAGE EVALUATION AND APPRAISAL OF LOCAL PROGRAMS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	23	11	17	11	15	14	15	19	10	8	9	16
FREQ	36	34	32	25	29	40	30	19	55	25	18	30
OCC	31	34	27	35	29	16	25	11	31	50	23	28
SEL	7	10	16	23	15	9	9	11	3	5	10	12
AN	2	2	3	3	6	2	4	4	0	3	2	3
N/R	2	10	6	3	6	19	17	37	0	10	39	12

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-8S ENCOURAGE EVALUATION AND APPRAISAL OF LOCAL PROGRAMS

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	63	57	47	39	55	37	46	56	55	63	42	51
FREQ	32	32	44	46	41	53	38	30	38	23	40	39
OCC	3	5	7	12	3	7	5	0	3	8	6	5
SEL	0	1	0	1	0	0	0	0	0	0	1	0
AN	0	0	0	0	0	2	0	0	0	0	0	0
N/R	2	5	3	3	2	0	11	15	3	8	11	5

II-9D CONDUCT STUDIES

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	4	7	7	3	4	7	8	0	0	3	3	5
FREQ	26	21	25	25	17	28	33	30	34	20	18	24
OCC	42	39	36	40	38	33	30	19	48	50	28	36
SEL	20	17	17	21	24	7	10	11	17	18	11	17
AN	5	4	6	7	10	2	5	0	0	0	3	5
N/R	3	12	8	4	7	23	14	41	0	10	38	13

II-9S CONDUCT STUDIES

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	26	26	25	25	30	26	25	22	14	30	19	25
FREQ	61	57	55	57	54	53	55	41	69	53	49	55
OCC	11	11	15	14	14	12	13	7	10	10	21	14
SEL	1	1	0	1	1	2	2	0	3	0	0	1
AN	0	0	0	0	0	0	0	0	0	0	0	0
N/R	1	5	4	3	1	7	5	30	3	8	10	5

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-10D EXERCISE GENERAL SUPERVISION OF LOCAL PROGRAMS

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	116	229	43	130	27	29	40	272	1783
AA	31	28	17	12	21	21	18	7	24	23	10	20
FREQ	35	37	25	25	34	33	28	26	41	43	22	29
OCC	22	15	32	36	21	26	22	26	31	15	16	24
SEL	7	8	15	16	14	7	14	4	0	10	7	11
AN	4	3	6	8	6	5	3	0	3	0	3	5
N/R	1	9	5	3	4	9	15	37	0	10	39	11

II-10S EXERCISE GENERAL SUPERVISION OF LOCAL PROGRAMS

N	394	155	415	116	229	43	130	27	29	40	272	1783
AA	42	32	21	16	28	37	28	22	31	35	25	29
FREQ	39	38	43	35	48	33	28	41	45	35	32	39
OCC	10	17	24	25	13	21	23	15	14	18	22	19
SEL	3	5	6	12	4	7	6	0	3	5	7	5
AN	5	3	4	8	4	0	5	0	3	0	2	4
N/R	2	5	2	4	3	2	10	22	3	8	11	5

II-11D EXERCISE MAJOR RESPONSIBILITY FOR THE NATURE AND EXTENT OF LOCAL VOCATIONAL PROGRAMS

N	189	83	189	48	115	17	101	10	14	18	126	878
AA	17	22	15	13	17	18	10	10	36	28	9	15
FREQ	33	27	23	29	26	24	28	0	21	11	25	27
OCC	24	25	30	25	33	12	30	20	21	22	20	26
SEL	14	13	16	17	12	24	17	10	14	22	8	14
AN	6	2	7	8	4	0	5	0	0	6	2	5
N/R	6	11	7	8	7	24	11	60	7	11	36	13

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-11S EXERCISE MAJOR RESPONSIBILITY FOR THE NATURE AND EXTENT OF LOCAL VOCATIONAL PROGRAMS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
AA	26	18	19	15	21	18	20	10	29	33	23	21
FREQ	40	42	34	27	41	53	35	10	36	28	38	37
OCC	12	23	26	33	21	12	22	40	7	11	14	20
SEL	13	7	10	13	9	12	11	10	14	17	11	11
AN	4	2	7	8	5	6	7	10	0	6	5	5
N/R	6	7	4	4	3	0	6	20	14	6	9	6

II-12D UTILIZE ADVISORY GROUPS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	24	21	22	19	16	21	28	7	17	23	11	20
FREQ	36	40	33	39	32	35	37	30	52	48	26	34
OCC	24	23	27	26	29	28	15	11	28	20	22	24
SEL	11	5	9	8	11	2	11	11	3	0	8	9
AN	4	0	2	3	6	0	2	7	0	0	4	3
N/R	2	12	8	3	6	14	7	33	0	10	29	10

II-12S UTILIZE ADVISORY GROUPS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	53	42	38	47	44	40	48	22	48	40	39	44
FREQ	41	44	49	40	46	49	42	48	48	48	42	44
OCC	4	8	9	9	7	12	6	11	0	5	10	8
SEL	0	0	0	0	0	0	1	0	0	0	1	0
AN	1	0	0	0	0	0	0	0	0	0	0	0
N/R	2	6	3	3	2	0	3	19	3	8	10	4

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-13D ENCOURAGE FIELD TESTING OF NEW PROGRAMS

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	12	8	9	4	4	12	14	4	7	5	4	8
FREQ	27	15	25	20	24	28	25	11	48	8	15	22
OCC	35	43	31	36	35	28	28	37	34	50	22	32
SEL	17	15	17	30	21	7	12	7	7	20	11	16
AN	6	4	8	6	9	0	4	4	3	3	4	6
N/R	4	15	10	4	7	26	16	37	0	15	44	15

II-13S ENCOURAGE FIELD TESTING OF NEW PROGRAMS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	42	37	34	34	41	33	42	22	41	25	28	36
FREQ	48	50	48	51	46	56	44	37	52	58	48	48
OCC	7	7	13	13	11	9	7	22	3	8	12	10
SEL	0	0	1	0	0	2	1	0	0	0	1	0
AN	0	0	0	0	0	0	0	0	0	0	0	0
N/R	3	6	4	3	2	0	6	19	3	10	11	5

II-14D DETERMINE AND ENFORCE MINIMUM STANDARDS FOR FACILITIES

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	35	28	27	20	24	42	24	15	45	23	20	27
FREQ	29	31	29	31	31	26	31	11	41	38	19	28
OCC	17	22	20	24	25	16	20	33	7	20	14	20
SEL	12	5	14	16	10	2	8	4	7	5	8	11
AN	3	3	5	4	3	2	2	0	0	3	2	3
N/R	4	12	6	5	7	12	15	37	0	13	38	12

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-14S DETERMINE AND ENFORCE MINIMUM STANDARDS FOR FACILITIES

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	61	53	48	37	50	58	48	44	66	43	52	52
FREQ	30	32	38	45	37	35	35	19	31	35	24	33
OCC	4	7	9	13	8	5	9	19	0	10	10	8
SEL	2	1	1	2	1	0	1	4	0	3	1	1
AN	1	1	1	0	0	0	0	0	0	0	1	1
N/R	3	6	3	3	4	2	8	15	3	10	11	5

II-15D INSPECT INSTRUCTIONAL PROGRAMS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	14	11	9	8	10	2	16	7	10	10	6	10
FREQ	34	33	25	23	28	44	31	11	38	33	20	28
OCC	34	33	38	38	34	21	28	37	31	38	19	32
SEL	9	9	16	22	17	9	8	4	14	8	8	12
AN	6	1	6	5	6	2	2	0	7	0	3	4
N/R	4	13	7	3	5	21	16	41	0	13	43	13

II-15S INSPECT INSTRUCTIONAL PROGRAMS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	28	20	21	17	21	14	32	15	24	8	25	23
FREQ	40	37	41	44	45	70	41	48	34	48	42	42
OCC	18	23	26	30	19	9	15	22	21	15	19	21
SEL	5	10	4	5	5	5	2	0	7	10	1	4
AN	6	4	3	1	6	0	2	0	10	10	1	4
N/R	5	6	5	3	4	2	8	15	3	10	11	6

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-16D DETERMINE AND ENFORCE MINIMUM STANDARDS FOR SAFETY OF STUDENTS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
AA	19	19	15	8	17	29	21	20	29	17	10	16
FREQ	28	35	31	29	26	18	23	0	29	44	23	27
OCC	32	25	23	35	30	12	23	30	29	22	18	26
SEL	11	7	15	15	10	18	11	0	7	0	7	11
AN	5	1	8	8	5	0	3	0	7	0	3	5
N/R	4	12	7	4	13	24	20	50	0	17	39	14

II-16S DETERMINE AND ENFORCE MINIMUM STANDARDS FOR SAFETY OF STUDENTS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
AA	60	61	52	42	51	71	51	30	71	50	55	54
FREQ	28	25	33	33	37	24	29	40	14	33	29	31
OCC	5	6	6	17	8	0	7	20	0	6	5	6
SEL	1	0	1	0	0	6	4	0	0	0	1	1
AN	4	1	2	2	0	0	1	0	7	6	1	2
N/R	3	6	5	6	4	0	8	10	7	6	10	6

II-17D INFORM THE PUBLIC ABOUT PROGRAMS AND NEEDS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	10	8	8	4	9	16	10	15	10	5	4	8
FREQ	34	30	25	25	29	37	28	19	38	33	18	27
OCC	39	39	40	39	34	21	28	26	38	40	28	35
SEL	12	12	17	22	17	9	16	11	10	10	14	15
AN	3	1	6	6	6	5	4	7	0	0	7	5
N/R	2	10	5	3	6	12	13	22	3	13	29	9

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-17S INFORM THE PUBLIC ABOUT PROGRAMS AND NEEDS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	64	50	55	45	61	58	52	63	69	40	51	56
FREQ	32	42	39	49	36	30	39	30	31	48	40	38
OCC	1	3	4	3	1	7	4	0	0	3	3	3
SEL	0	0	0	0	0	2	1	0	0	0	0	0
AN	0	1	0	0	0	0	0	0	0	0	0	0
N/R	2	5	2	3	1	2	5	7	0	10	6	3

II-18D ASSUME LEADERSHIP FOR DEFINING EDUCATION GOALS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	18	15	13	9	12	33	22	19	28	15	11	15
FREQ	45	28	32	34	30	30	34	26	48	23	18	32
OCC	24	36	37	36	34	16	17	22	21	40	25	30
SEL	9	6	8	14	14	5	8	4	3	8	10	9
AN	2	1	2	3	5	2	4	4	0	3	3	3
N/R	2	12	7	3	5	14	15	26	0	13	33	11

II-18S ASSUME LEADERSHIP FOR DEFINING EDUCATION GOALS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	63	57	47	42	53	63	59	52	62	53	48	54
FREQ	32	36	41	47	40	28	30	37	34	40	34	37
OCC	2	2	7	7	5	2	4	4	0	0	6	4
SEL	1	0	0	0	0	5	1	0	0	0	1	1
AN	0	0	0	2	0	0	0	0	0	0	0	0
N/R	2	5	4	3	2	2	6	7	3	8	11	4

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-19D WAIVE REQUIREMENTS (E.G., MINIMUM STANDARDS) TO ALLOW EXPERIMENTATION AND RESEARCH

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	7	1	3	2	4	0	4	0	7	3	1	3
FREQ	20	6	19	14	17	19	17	4	31	8	7	15
OCC	44	44	34	36	33	40	32	22	59	53	24	35
SEL	17	25	20	31	21	19	16	19	0	23	13	19
AN	6	8	9	12	8	0	7	7	0	0	8	8
N/R	6	15	14	6	17	23	25	48	3	15	47	19

II-19S WAIVE REQUIREMENTS (E.G., MINIMUM STANDARDS) TO ALLOW EXPERIMENTATION AND RESEARCH

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	19	17	21	20	22	21	17	22	17	10	13	19
FREQ	40	40	38	39	42	28	38	33	52	53	28	37
OCC	29	28	27	31	23	35	28	22	24	20	32	28
SEL	3	5	6	4	3	7	3	0	0	5	6	5
AN	3	3	2	3	3	2	2	0	0	3	7	3
N/R	6	6	6	3	7	7	12	22	7	10	14	8

II-20D DISSEMINATE INFORMATION ABOUT TEACHING METHODS AND MATERIALS

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	14	14	10	3	8	21	13	11	14	8	5	10
FREQ	41	35	31	29	30	37	35	26	38	30	21	32
OCC	29	29	31	35	33	19	28	22	45	40	23	29
SEL	10	10	17	18	15	2	5	0	3	8	6	11
AN	3	2	4	12	9	2	3	4	0	3	4	5
N/R	3	10	7	3	5	19	15	37	0	13	40	12

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-20S DISSEMINATE INFORMATION ABOUT TEACHING METHODS AND MATERIALS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	56	52	49	40	47	51	47	41	41	43	39	48
FREQ	37	43	42	56	47	44	44	41	55	50	44	43
OCC	4	1	5	2	3	2	2	4	0	0	7	4
SEL	0	0	0	0	0	0	2	0	0	0	0	0
AN	0	0	0	0	1	0	0	0	0	0	0	0
N/R	3	5	4	3	2	2	6	15	3	8	10	5

II-21D PROMOTE UNITY AND BALANCE BETWEEN GENERAL AND VOCATIONAL EDUCATION WITHIN THE STATE

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	15	5	8	8	8	19	15	15	21	5	5	10
FREQ	33	21	24	25	21	26	25	15	55	13	19	24
OCC	30	35	32	39	39	9	30	30	24	38	18	30
SEL	14	21	20	17	15	23	12	15	0	25	13	16
AN	4	5	7	8	9	5	6	4	0	8	8	6
N/R	3	13	8	4	8	19	13	22	0	13	38	12

II-21S PROMOTE UNITY AND BALANCE BETWEEN GENERAL AND VOCATIONAL EDUCATION WITHIN THE STATE

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	63	63	54	47	60	56	63	48	52	58	55	58
FREQ	31	30	38	48	34	35	29	37	45	33	32	34
OCC	4	3	4	3	3	5	2	4	0	0	3	3
SEL	0	0	0	0	0	2	0	4	0	0	1	0
AN	0	1	0	0	0	0	0	0	0	3	0	0
N/R	2	5	4	2	2	2	6	7	3	8	10	4

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-22D MAINTAIN ADEQUATE COMMUNICATIONS WITH THE LEGISLATURE

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	20	20	25	24	26	26	25	22	14	13	17	22
FREQ	36	31	38	34	38	30	35	19	31	20	24	34
OCC	25	28	20	25	17	21	16	33	45	48	18	22
SEL	12	6	7	8	7	7	7	11	10	10	7	8
AN	4	2	1	4	3	2	3	0	0	0	3	2
N/R	3	14	9	6	10	14	13	15	0	10	32	12

II-22S MAINTAIN ADEQUATE COMMUNICATIONS WITH THE LEGISLATURE

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	64	56	68	65	68	58	63	56	48	45	56	64
FREQ	28	31	25	27	25	35	30	41	48	40	29	28
OCC	5	4	2	4	3	5	3	0	0	3	3	4
SEL	0	1	0	0	0	0	0	0	0	0	0	0
AN	0	3	0	0	1	0	0	0	0	5	0	0
N/R	2	6	4	3	3	2	4	4	3	8	11	5

II-23D EVALUATE ITS OPERATIONS AND ORGANIZATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	8	3	9	3	5	14	9	7	14	8	5	7
FREQ	34	27	30	30	23	26	37	30	28	18	19	28
OCC	37	41	33	37	35	30	22	19	52	50	28	33
SEL	14	15	13	20	18	7	12	4	3	10	8	13
AN	4	1	2	3	8	2	3	0	0	5	4	4
N/R	3	12	13	7	10	21	16	41	3	10	36	14

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-23S EVALUATE ITS OPERATIONS AND ORGANIZATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	54	40	51	43	50	51	42	33	48	35	36	47
FREQ	39	52	38	48	40	30	48	48	48	55	44	42
OCC	5	5	7	6	5	14	5	4	0	3	7	6
SEL	1	0	0	0	0	2	0	0	0	0	0	0
AN	0	0	0	0	0	0	0	0	0	0	0	0
N/R	2	4	4	3	4	2	5	15	3	8	13	5

II-24D ASSIGN RESPONSIBILITIES FOR REGULATION AND LEADERSHIP ACTIVITIES TO SEPARATE PERSONS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	17	14	11	10	15	9	16	7	21	20	5	12
FREQ	27	19	22	28	26	16	26	7	34	25	11	22
OCC	19	24	24	17	24	19	21	19	14	23	19	21
SEL	17	14	14	22	11	9	8	15	21	10	11	14
AN	12	14	11	8	8	9	4	0	7	8	7	10
N/R	8	16	18	14	15	37	25	52	3	15	47	21

II-24S ASSIGN RESPONSIBILITIES FOR REGULATION AND LEADERSHIP ACTIVITIES TO SEPARATE PERSONS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	26	21	17	19	24	23	34	11	45	13	17	22
FREQ	25	28	23	19	23	16	30	11	17	30	20	23
OCC	11	8	13	12	11	9	8	15	10	10	8	11
SEL	14	15	19	23	18	14	7	19	21	20	16	16
AN	16	16	17	14	12	12	9	11	7	15	15	15
N/R	7	12	11	14	12	26	12	33	0	13	23	13

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-25D MAKE DECISIONS IN VOCATIONAL EDUCATION WITH DUE REGARD FOR THE TOTAL PROGRAM OF EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
AA	29	7	22	23	17	18	24	20	43	11	10	20
FREQ	35	37	33	29	32	12	31	30	43	44	21	31
OCC	21	25	23	27	31	24	17	10	7	22	27	24
SEL	10	20	8	10	7	12	12	0	0	11	6	10
AN	2	1	3	4	5	6	2	0	0	0	1	3
N/R	3	8	10	6	7	29	15	40	7	11	36	13

II-25S MAKE DECISIONS IN VOCATIONAL EDUCATION WITH DUE REGARD FOR THE TOTAL PROGRAM OF EDUCATION

N	189	83	189	48	115	17	101	10	14	18	126	878
AA	71	67	66	56	59	59	64	30	79	67	57	64
FREQ	25	28	26	29	35	24	30	50	7	22	30	28
OCC	1	0	4	2	3	6	2	10	7	0	3	2
SEL	1	0	0	0	1	0	0	0	0	0	1	0
AN	1	1	1	2	0	6	0	0	0	6	0	1
N/R	2	4	4	10	3	6	4	10	7	6	9	4

II-26D PROVIDE FINANCIAL AID TO ENCOURAGE NEW PROGRAMS EVEN THOUGH THIS MEANS REDUCING REIMBURSEMENT FOR ESTABLISHED PROGRAMS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	6	1	5	3	3	2	2	4	10	0	1	4
FREQ	9	8	9	8	11	9	16	0	17	10	4	9
OCC	16	23	13	14	14	2	21	7	17	20	7	14
SEL	10	8	6	7	9	9	18	4	0	5	9	9
AN	4	6	5	5	6	2	4	0	3	5	4	4
N/R	56	55	62	63	57	74	40	85	52	60	75	60

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-26S PROVIDE FINANCIAL AID TO ENCOURAGE NEW PROGRAMS EVEN THOUGH THIS MEANS REDUCING REIMBURSEMENT FOR ESTABLISHED PROGRAMS

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	13	8	10	9	10	7	14	4	14	5	6	10
FREQ	17	23	15	16	19	14	26	4	21	23	13	17
OCC	9	14	10	8	15	14	23	19	10	15	15	13
SEL	4	3	3	4	3	2	4	0	0	0	5	3
AN	2	1	5	1	1	0	3	0	0	0	2	2
N/R	55	51	57	61	53	63	30	74	55	58	60	55

II-9D(A) PROVIDE FOR IN-SERVICE DEVELOPMENT OF LOCAL SCHOOL PERSONNEL

N	205	72	226	70	114	26	29	17	15	22	146	905
AA	11	7	14	4	7	15	14	6	0	9	4	9
FREQ	44	25	21	17	24	23	21	24	60	32	14	26
OCC	28	43	27	39	35	31	28	18	40	41	19	29
SEL	9	4	19	26	18	12	10	6	0	5	12	14
AN	5	7	7	10	11	0	7	0	0	5	3	6
N/R	2	14	11	4	6	19	21	47	0	9	47	15

II-9S(A) PROVIDE FOR IN-SERVICE DEVELOPMENT OF LOCAL SCHOOL PERSONNEL

N	205	72	226	70	114	26	29	17	15	22	146	905
AA	47	40	35	23	41	27	45	29	20	36	26	36
FREQ	45	49	46	59	47	50	38	41	80	55	40	46
OCC	5	7	12	14	7	23	3	6	0	0	14	10
SEL	1	0	0	1	2	0	0	0	0	0	1	1
AN	0	0	0	1	2	0	0	0	0	0	1	1
N/R	1	4	6	1	1	0	14	24	0	9	19	6

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-10D(A) PROMOTE CHANGE (IMPROVEMENT)

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
AA	21	10	12	7	11	27	14	6	20	5	7	13
FREQ	50	35	34	37	27	35	38	18	67	41	19	35
OCC	24	33	36	37	38	19	28	35	13	36	23	31
SEL	4	8	12	10	14	8	10	12	0	5	11	10
AN	0	1	3	6	6	0	0	6	0	5	1	2
N/R	0	13	3	3	4	12	10	24	0	9	39	10

II-10S(A) PROMOTE CHANGE (IMPROVEMENT)

N	205	72	226	70	114	26	29	17	15	22	146	905
AA	60	54	42	49	60	65	45	35	60	50	38	50
FREQ	35	36	47	40	36	31	45	29	40	36	41	40
OCC	4	6	9	11	3	0	7	18	0	5	7	7
SEL	0	0	0	0	0	4	3	0	0	0	1	0
AN	0	0	0	0	0	0	0	0	0	0	0	0
N/R	1	4	2	0	2	0	0	18	0	9	13	4

II-11D(A) GOVERN LOCAL VOCATIONAL PROGRAMS

N	205	72	226	70	114	26	29	17	15	22	146	905
AA	8	8	12	4	8	8	7	12	0	5	6	8
FREQ	12	17	19	14	17	4	14	12	7	14	9	14
OCC	18	18	19	24	25	31	24	41	13	27	10	19
SEL	17	6	15	19	16	12	10	6	13	5	9	14
AN	18	22	13	21	11	23	3	0	27	27	9	14
N/R	28	29	23	17	23	23	41	29	40	23	57	30

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-11S(A) GOVERN LOCAL VOCATIONAL PROGRAMS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
AA	11	13	12	7	5	12	10	18	0	9	10	10
FREQ	17	15	15	9	21	8	17	24	13	14	15	16
OCC	13	15	24	16	18	27	28	18	0	14	15	18
SEL	13	15	13	20	19	15	10	18	20	23	13	15
AN	18	19	15	30	18	23	7	0	27	18	12	17
N/R	29	22	22	19	18	15	28	24	40	23	36	25

II-12D(A) PROVIDE STAFF TO CONSULT ON EDUCATIONAL ISSUES

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
AA	27	17	14	23	11	31	31	0	33	14	10	18
FREQ	40	46	40	24	30	31	34	41	40	50	23	35
OCC	25	21	27	34	27	31	17	18	20	23	16	25
SEL	3	3	12	14	18	0	7	6	7	5	6	9
AN	3	0	3	1	6	0	0	12	0	0	2	3
N/R	2	14	5	3	7	8	10	24	0	9	42	12

II-12S(A) PROVIDE STAFF TO CONSULT ON EDUCATIONAL ISSUES

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
AA	56	53	48	46	54	35	52	41	60	50	39	49
FREQ	36	39	45	44	36	58	41	41	33	36	42	41
OCC	3	1	5	7	4	4	0	0	7	5	3	4
SEL	1	0	0	0	1	0	3	0	0	0	1	1
AN	0	0	0	0	0	0	0	0	0	0	0	0
N/R	3	7	2	3	4	4	3	18	0	9	14	5

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-13D(A) CONSULT WITH EDUCATORS FROM OUTSIDE THE DIVISION

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
AA	20	10	14	10	17	19	24	12	20	9	8	14
FREQ	45	38	37	34	31	50	34	24	60	18	23	36
OCC	23	35	26	43	32	12	21	29	13	55	18	27
SEL	8	7	6	4	8	0	3	0	0	9	6	6
AN	1	0	2	4	6	0	0	0	0	0	0	2
N/R	3	11	12	4	7	19	17	35	7	9	44	15

II-13S(A) CONSULT WITH EDUCATORS FROM OUTSIDE THE DIVISION

N	205	72	226	70	114	26	29	17	15	22	146	905
AA	45	49	42	39	50	46	45	24	27	55	32	42
FREQ	45	43	44	51	46	42	41	59	60	32	43	45
OCC	6	1	7	7	1	8	3	0	7	5	9	6
SEL	0	1	0	0	1	0	0	0	0	0	0	0
AN	0	0	0	0	0	0	0	0	0	0	0	0
N/R	4	6	7	3	2	4	10	18	7	9	16	7

II-14D(A) WORK DIRECTLY WITH TEACHERS RATHER THAN THROUGH SUPERVISORY OR ADMINISTRATIVE PERSONNEL

N	205	72	226	70	114	26	29	17	15	22	146	905
AA	7	7	5	3	4	0	3	0	0	5	3	5
FREQ	21	19	21	4	23	12	10	6	7	27	7	17
OCC	23	22	26	39	22	27	28	18	33	23	19	24
SEL	19	13	16	27	20	15	10	12	27	9	11	17
AN	19	7	12	20	15	8	14	0	27	9	8	13
N/R	10	32	19	7	16	38	34	65	7	27	52	24

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION

II-148(A) WORK DIRECTLY WITH TEACHERS RATHER THAN THROUGH SUPERVISORY OR ADMINISTRATIVE PERSONNEL

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
AA	10	6	14	6	9	8	10	6	0	0	5	9
FREQ	26	19	24	9	29	19	17	24	13	18	22	23
OCC	17	18	15	23	16	27	17	6	20	18	16	17
SEL	12	18	12	29	12	19	14	6	20	23	13	14
AN	24	17	21	29	24	15	17	0	40	14	18	21
N/R	10	22	14	6	11	12	24	59	7	27	25	16

RESPONSES AS PERCENTAGES

SECTION III

HOW IMPORTANT IS IT FOR THE DIVISION TO

III-1 IDENTIFY PROBLEMS OR OBSTACLES WHICH HINDER THE ACHIEVEMENT OF GOALS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	95	91	92	87	93	93	94	78	97	88	93	93
SOME	4	5	7	12	6	7	5	15	3	5	6	6
LITTLE	1	1	0	0	0	0	0	4	0	3	1	0
NONE	1	4	0	1	0	0	1	4	0	5	0	1

III-2 MAINTAIN RECORDS ON SCHOOL OPERATION, ENROLLMENT, COST STATISTICS, ETC.

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	60	55	54	51	66	44	65	59	72	48	64	59
SOME	34	33	37	40	30	44	31	33	24	38	32	34
LITTLE	5	8	8	6	4	7	2	7	3	10	3	6
NONE	1	4	0	1	0	0	2	0	0	5	1	1

III-3 PROMOTE UNITY AND BALANCE BETWEEN GENERAL AND VOCATIONAL EDUCATION WITHIN THE STATE

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	87	85	84	75	92	72	83	70	79	85	79	84
SOME	12	10	12	20	7	21	15	26	21	5	18	13
LITTLE	1	1	3	3	1	7	0	4	0	5	2	2
NONE	0	5	1	2	0	0	2	0	0	5	1	1

RESPONSES AS PERCENTAGES

HOW IMPORTANT IS IT FOR THE DIVISION TO

III-4 PROMOTE AN ENVIRONMENT FAVORABLE TO EXPERIMENTATION AND INNOVATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	81	75	74	74	86	65	79	56	93	78	67	76
SOME	17	19	24	25	14	30	18	41	7	15	29	22
LITTLE	0	1	1	1	0	5	2	0	0	0	3	1
NONE	1	4	1	1	0	0	1	4	0	5	1	1

III-5 PROVIDE FOR IN-SERVICE DEVELOPMENT OF DIVISION PERSONNEL

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	85	75	76	77	86	81	75	41	93	73	72	78
SOME	14	19	21	20	14	16	23	48	3	20	25	19
LITTLE	1	1	3	1	1	2	1	7	3	3	2	2
NONE	1	5	1	2	0	0	1	4	0	5	1	1

III-6 EVALUATE ITS OPERATIONS AND ORGANIZATION

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	87	77	83	76	90	79	82	63	93	78	79	83
SOME	12	17	14	23	10	19	15	30	7	15	18	15
LITTLE	1	1	2	0	0	2	2	4	0	3	2	1
NONE	1	4	0	1	0	0	1	4	0	5	1	1

RESPONSES AS PERCENTAGES

HOW IMPORTANT IS IT FOR THE DIVISION TO

III-7 MAKE DECISIONS IN VOCATIONAL EDUCATION WITH DUE REGARD FOR THE TOTAL PROGRAM OF EDUCATION

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
EXTEN	93	90	94	81	96	94	89	70	100	89	85	91
SOME	7	5	4	17	4	6	9	30	0	0	11	7
LITTLE	0	1	0	0	0	0	1	0	0	6	2	1
NONE	0	4	2	2	0	0	1	0	0	6	2	1

III-8 ENCOURAGE DEVELOPMENT OF LOCAL LEADERSHIP

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	90	76	79	80	85	81	86	78	97	80	80	83
SOME	8	15	17	17	14	14	12	15	3	10	17	14
LITTLE	2	4	3	3	1	5	1	4	0	5	2	2
NONE	0	5	1	1	0	0	1	4	0	5	0	1

III-9 SEEK INCREASED VOCATIONAL FUNDS

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	78	57	81	78	75	63	68	67	93	53	61	73
SOME	19	34	15	19	20	33	28	26	7	38	31	23
LITTLE	1	3	2	2	3	2	2	4	0	3	4	2
NONE	1	6	1	1	1	2	1	0	0	5	3	2

RESPONSES AS PERCENTAGES

HOW IMPORTANT IS IT FOR THE DIVISION TO

III-10 DEVELOP UNIFORM STATEWIDE CURRICULA

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	24	16	28	16	23	23	32	22	31	18	27	25
SOME	47	32	41	45	39	44	42	26	45	30	47	42
LITTLE	23	37	27	30	28	21	25	44	21	43	19	26
NONE	1	6	0	1	2	0	2	4	0	5	2	2

III-11 MAINTAIN A STAFF WHICH IS SENSITIVE TO NEEDS OF LOCAL DISTRICTS

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	90	82	83	82	83	74	86	63	100	85	75	83
SOME	9	13	15	16	16	21	12	30	0	10	23	15
LITTLE	1	1	2	1	1	5	2	4	0	0	1	1
NONE	0	5	0	1	0	0	1	4	0	5	1	1

III-12 DETERMINE AND ENFORCE MINIMUM STANDARDS FOR SAFETY OF STUDENTS

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	52	51	50	33	49	49	64	52	48	43	54	51
SOME	27	26	29	36	29	23	25	30	34	35	26	28
LITTLE	16	10	14	23	14	19	9	15	17	10	12	14
NONE	1	5	1	1	0	2	1	0	0	5	2	1

RESPONSES AS PERCENTAGES

HOW IMPORTANT IS IT FOR THE DIVISION TO

III-13 PROVIDE CONSULTATIVE SERVICES TO LOCAL DISTRICTS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	85	81	75	71	81	70	75	59	93	75	63	76
SOME	15	15	24	26	18	30	24	33	7	18	34	22
LITTLE	0	1	1	2	0	0	1	7	0	3	2	1
NONE	0	4	0	1	0	0	1	0	0	5	1	1

III-14 DEVELOP LONG RANGE PLANS

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	94	85	86	91	92	91	94	81	97	85	80	89
SOME	5	9	11	8	7	9	5	15	3	8	17	9
LITTLE	0	1	1	0	0	0	0	4	0	3	1	1
NONE	1	5	0	1	0	0	2	0	0	5	1	1

III-15 CHECK LOCAL DISTRICT COMPLIANCE WITH STATE REGULATIONS

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	49	32	45	32	42	40	48	48	41	28	41	43
SOME	44	51	43	49	44	53	45	37	52	53	46	45
LITTLE	5	11	11	18	11	5	4	15	7	13	10	9
NONE	1	5	0	1	1	0	2	0	0	5	2	1

RESPONSES AS PERCENTAGES

HOW IMPORTANT IS IT FOR THE DIVISION TO

III-16 ENCOURAGE THE PARTICIPATION OF THE PUBLIC IN POLICY FORMULATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	61	57	50	53	63	51	67	52	79	60	63	58
SOME	29	28	35	37	28	28	30	22	17	23	28	31
LITTLE	3	3	7	6	4	16	1	4	0	3	3	5
NONE	5	11	8	3	4	5	2	22	3	13	6	6

III-17 REPRESENT THE NEEDS OF VOCATIONAL EDUCATION BEFORE THE PUBLIC AND THE STATE GOVERNMENT

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	90	75	85	90	88	84	91	78	93	73	78	85
SOME	5	13	7	7	7	9	7	0	3	13	14	8
LITTLE	0	0	1	0	1	2	0	0	0	0	1	1
NONE	5	12	7	3	4	5	2	22	3	13	7	6

III-15(A) CONDUCT LEADERSHIP CONFERENCES FOR LOCAL PERSONNEL

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
EXTEN	68	56	59	50	66	58	55	41	73	59	48	59
SOME	28	38	38	46	32	31	34	41	27	36	44	36
LITTLE	2	1	4	4	2	12	10	6	0	0	6	4
NONE	0	6	0	0	0	0	0	6	0	5	1	1

RESPONSES AS PERCENTAGES

HOW IMPORTANT IS IT FOR THE DIVISION TO

III-16(A) WORK WITH NATIONAL, STATE, AND LOCAL ORGANIZATIONS (PUBLIC AND PRIVATE) ON ACTIVITIES RELATING TO VOCATIONAL EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
EXTEN	80	61	77	67	84	58	72	59	73	45	79	76
SOME	19	29	21	29	16	42	28	29	27	45	19	22
LITTLE	0	4	1	4	0	0	0	12	0	5	1	1
NONE	0	6	0	0	0	0	0	0	0	5	1	1

RESPONSES AS PERCENTAGES

SECTION IV

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION INVOLVE PERSONS LIKE YOU IN

IV-1D PLANNING ACTIVITIES

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	35	8	7	6	8	26	12	0	48	13	3	13
FREQ	33	24	24	34	29	26	38	15	38	35	22	28
OCC	22	26	39	41	38	16	30	19	10	15	27	31
SEL	6	16	18	12	14	21	11	37	0	20	21	14
AN	3	19	10	6	8	5	6	19	0	15	19	10
N/R	1	6	3	2	3	7	3	11	3	3	9	4

IV-1S PLANNING ACTIVITIES

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	56	22	20	23	21	30	26	7	66	30	18	29
FREQ	36	46	49	55	61	35	45	48	31	48	42	46
OCC	6	23	25	20	14	26	23	30	0	15	31	20
SEL	0	4	4	0	1	7	2	7	0	3	4	2
AN	0	2	0	0	1	2	0	7	0	0	2	1
N/R	2	4	1	2	2	0	3	0	3	5	3	2

IV-2D FORMULATING POLICY

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	27	11	5	5	6	30	11	0	55	30	1	11
FREQ	25	16	16	21	17	30	25	19	31	18	13	19
OCC	25	22	33	36	32	23	28	22	10	13	20	28
SEL	13	17	24	19	24	2	19	22	0	25	18	19
AN	7	27	19	18	19	7	10	26	0	13	36	19
N/R	2	7	3	2	3	7	6	11	3	3	11	5

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION INVOLVE PERSONS LIKE YOU IN

IV-2S FORMULATING POLICY

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	46	23	17	25	19	51	24	15	90	45	13	25
FREQ	34	37	46	46	45	35	42	26	7	35	38	40
OCC	15	24	26	25	29	12	27	37	0	13	30	24
SEL	2	6	7	1	4	2	4	7	0	0	10	5
AN	1	6	2	3	1	0	2	15	0	0	7	3
N/R	2	5	2	2	1	0	2	0	3	8	3	2

IV-3D DETERMINING ITS STAFF NEEDS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	21	15	5	3	2	19	5	11	66	33	3	9
FREQ	22	12	4	10	10	28	9	11	10	18	1	10
OCC	24	16	16	19	21	14	16	22	21	10	13	18
SEL	15	14	23	25	21	21	22	11	0	20	13	19
AN	14	36	47	41	43	12	41	33	0	18	55	38
N/R	4	7	5	3	3	7	6	11	3	3	14	6

IV-3S DETERMINING ITS STAFF NEEDS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	35	23	9	13	7	28	12	11	76	43	8	16
FREQ	33	17	19	20	26	30	20	22	14	23	14	22
OCC	22	21	32	35	34	19	27	37	7	15	25	28
SEL	3	18	17	16	19	14	18	7	0	10	21	14
AN	4	17	21	14	13	9	20	22	0	5	28	16
N/R	3	5	3	3	2	0	3	0	3	5	4	3

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION INVOLVE PERSONS LIKE YOU IN

IV-4D PROMOTIONAL ACTIVITIES

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	23	7	4	6	4	9	8	0	41	15	2	8
FREQ	34	13	21	16	21	23	21	22	41	16	10	21
OCC	24	28	29	31	33	35	32	33	14	30	24	28
SEL	11	17	21	22	18	14	18	11	0	13	18	17
AN	6	29	21	22	21	12	16	19	0	23	33	20
N/R	3	5	4	2	2	7	5	15	3	3	13	5

IV-4S PROMOTIONAL ACTIVITIES

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	38	12	15	19	12	12	18	11	66	23	14	20
FREQ	45	30	40	42	45	42	42	48	24	30	32	40
OCC	11	32	32	29	28	40	28	30	7	28	31	26
SEL	2	12	7	4	9	2	5	7	0	5	10	7
AN	1	9	4	2	3	2	5	4	0	10	8	4
N/R	3	5	2	3	2	2	2	0	3	5	4	3

IV-5D EVALUATING ITSELF

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	17	8	3	0	3	7	5	4	38	15	1	6
FREQ	22	8	8	8	10	26	18	11	38	5	7	13
OCC	28	21	22	19	22	21	23	11	14	38	16	22
SEL	18	19	22	24	20	21	18	15	7	20	18	20
AN	12	35	41	45	41	16	29	41	0	20	44	33
N/R	3	8	4	3	3	9	5	19	3	3	14	6

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION INVOLVE PERSONS LIKE YOU IN

IV-5S EVALUATING ITSELF

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	39	19	14	14	12	26	18	11	66	30	11	20
FREQ	43	30	37	33	40	30	33	33	28	35	28	36
OCC	14	34	37	38	37	35	35	30	3	28	41	32
SEL	1	4	6	9	6	7	7	7	0	0	7	5
AN	1	6	4	3	3	2	4	19	0	0	9	4
N/R	3	6	2	2	3	0	3	0	3	8	4	3

IV-6D DEVELOPING BUDGET REQUESTS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	35	18	6	12	7	37	14	15	62	35	6	16
FREQ	21	10	7	11	6	21	15	26	14	15	5	11
OCC	15	10	12	10	10	12	13	26	21	8	6	11
SEL	12	10	19	16	17	7	16	4	0	15	14	15
AN	14	45	51	47	57	14	35	15	0	25	54	41
N/R	3	6	4	4	3	9	7	15	3	3	14	6

IV-6S DEVELOPING BUDGET REQUESTS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	52	25	14	23	13	49	23	30	79	50	14	26
FREQ	26	14	23	25	21	28	25	52	17	8	16	22
OCC	15	15	27	19	32	14	24	11	0	18	23	22
SEL	3	15	13	12	14	5	9	0	0	15	15	10
AN	2	24	19	19	18	5	17	7	0	5	26	16
N/R	3	7	3	3	3	0	2	0	3	5	6	3

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION INVOLVE PERSONS LIKE YOU IN

IV-7D SETTING GOALS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	33	10	6	5	5	26	14	4	52	20	4	13
FREQ	24	13	18	21	20	23	24	11	24	23	10	18
OCC	22	25	25	31	28	14	29	26	21	30	18	24
SEL	11	13	21	23	18	21	18	26	0	8	18	17
AN	8	32	27	18	26	9	9	19	0	18	38	22
N/R	2	7	4	2	2	7	5	15	3	3	13	5

IV-7S SETTING GOALS

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	55	21	21	24	25	44	32	15	76	35	17	30
FREQ	31	36	47	48	53	37	45	37	21	45	37	41
OCC	9	25	25	21	19	19	18	33	0	13	31	21
SEL	1	6	3	3	2	0	2	4	0	3	6	3
AN	1	6	3	1	0	0	0	11	0	0	5	2
N/R	3	6	1	3	1	0	2	0	3	5	4	2

IV-8D DEFINING PROBLEMS AND ASSIGNING PRIORITIES

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	21	5	3	3	4	9	9	4	45	18	2	8
FREQ	31	12	15	19	17	37	20	15	24	20	8	19
OCC	27	28	28	32	28	23	30	22	28	25	19	27
SEL	11	14	24	24	24	9	20	22	0	15	17	18
AN	7	30	27	21	25	12	15	22	0	20	41	23
N/R	3	7	4	1	2	9	5	15	3	3	13	5

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION INVOLVE PERSONS LIKE YOU IN

IV-8S DEFINING PROBLEMS AND ASSIGNING PRIORITIES

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	44	17	16	24	21	19	20	15	69	30	13	23
FREQ	41	32	42	47	45	51	43	37	24	38	33	41
OCC	10	32	29	23	25	23	23	33	3	23	33	24
SEL	1	6	5	3	6	2	6	7	0	3	10	5
AN	1	6	6	2	1	5	5	7	0	3	8	4
N/R	3	5	2	1	2	0	3	0	3	5	4	3

IV-9D RESEARCH ACTIVITIES

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	13	6	4	4	8	5	7	0	28	15	1	7
FREQ	21	8	12	6	20	16	15	7	28	13	7	14
OCC	30	21	27	30	20	26	28	15	31	28	18	25
SEL	19	17	25	27	19	26	22	22	10	18	16	21
AN	14	41	30	32	29	16	23	37	0	25	44	29
N/R	3	7	3	1	4	9	6	19	3	3	13	6

IV-9S RESEARCH ACTIVITIES

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	27	15	14	15	29	7	17	7	45	25	9	18
FREQ	44	36	36	41	46	33	34	15	45	50	29	38
OCC	21	26	37	36	16	35	35	41	7	10	34	29
SEL	4	6	5	4	4	16	5	15	0	10	15	7
AN	2	11	6	3	2	9	5	15	0	0	9	5
N/R	4	5	2	1	3	0	4	7	3	5	4	3

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION INVOLVE PERSONS LIKE YOU IN

IV-10D DEVELOPING PROGRAMS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	33	10	7	8	5	7	12	0	38	18	3	12
FREQ	31	10	22	18	23	28	23	15	38	13	14	22
OCC	19	30	33	39	29	21	32	11	17	28	22	27
SEL	9	16	18	19	21	23	17	30	3	18	21	17
AN	5	28	17	14	19	12	12	26	0	23	28	17
N/R	2	6	3	3	3	9	5	19	3	3	13	5

IV-10S DEVELOPING PROGRAMS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	50	22	23	23	21	21	22	7	59	30	13	27
FREQ	36	31	47	43	54	35	42	26	28	43	42	42
OCC	9	28	23	27	17	30	24	41	7	18	29	21
SEL	1	7	4	3	4	7	7	7	3	3	7	4
AN	0	6	2	2	1	7	2	11	0	3	4	2
N/R	3	5	2	2	2	0	3	7	3	5	5	3

IV-11D DISSEMINATING INFORMATION

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	23	6	9	8	6	9	12	4	31	8	3	11
FREQ	37	16	26	24	24	26	25	4	41	15	11	25
OCC	25	25	33	33	31	30	23	19	24	33	21	27
SEL	8	21	14	19	14	14	19	30	0	23	22	15
AN	4	26	16	14	21	14	15	26	0	20	30	17
N/R	2	6	3	2	4	7	5	19	3	3	13	5

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION INVOLVE PERSONS LIKE YOU IN

IV-11S DISSEMINATING INFORMATION

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	43	17	23	22	21	19	25	11	48	28	16	25
FREQ	45	30	47	49	44	35	43	22	38	33	37	42
OCC	8	27	21	21	24	37	20	37	10	15	29	21
SEL	1	10	4	3	6	5	5	15	0	10	6	5
AN	1	10	4	3	1	5	3	7	0	10	8	4
N/R	2	5	2	2	3	0	5	7	3	5	4	3

IV-12D FIELD-TESTING NEW METHODS, MATERIALS, ETC.

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	14	2	3	4	6	5	7	4	28	8	1	6
FREQ	20	6	19	11	11	9	12	0	28	0	2	13
OCC	31	20	28	29	24	33	24	15	34	30	14	25
SEL	19	20	21	27	23	12	23	19	7	25	15	20
AN	13	45	24	28	32	33	28	44	0	33	53	30
N/R	4	6	5	1	3	9	6	19	3	5	14	6

IV-12S FIELD-TESTING NEW METHODS, MATERIALS, ETC.

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	28	9	16	18	21	12	16	4	38	15	8	17
FREQ	45	31	46	47	48	21	34	22	38	30	23	39
OCC	19	24	24	29	19	21	27	30	17	30	31	24
SEL	2	8	7	4	4	21	9	15	3	3	14	7
AN	3	22	5	1	5	26	10	22	0	15	20	9
N/R	3	6	3	1	3	0	4	7	3	8	4	3

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION INVOLVE PERSONS LIKE YOU IN

IV-13D IMPLEMENTING NEW IDEAS AND PROGRAMS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	24	6	5	3	6	9	13	0	45	10	2	9
FREQ	30	12	24	19	20	28	20	11	28	20	10	21
OCC	26	28	32	41	29	19	28	22	24	23	22	28
SEL	11	17	18	24	24	19	20	26	0	18	20	18
AN	6	30	17	13	19	19	15	22	0	25	33	18
N/R	3	8	3	1	3	7	5	19	3	5	13	5

IV-13S IMPLEMENTING NEW IDEAS AND PROGRAMS

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	44	19	23	23	26	26	28	7	72	28	12	26
FREQ	42	34	46	53	53	30	40	26	17	45	38	43
OCC	9	25	23	23	14	19	20	37	7	8	34	21
SEL	1	8	4	0	2	16	5	7	0	5	7	4
AN	1	8	2	1	2	9	4	15	0	10	6	3
N/R	2	6	1	1	2	0	3	7	3	5	3	3

IV-14D APPEARING BEFORE LEGISLATIVE COMMITTEES

N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	7	8	6	8	1	14	4	15	45	20	3	6
FREQ	6	7	9	14	4	26	13	15	14	5	8	9
OCC	13	15	18	16	10	23	14	30	14	20	11	14
SEL	18	5	14	15	16	12	13	4	17	5	10	14
AN	49	52	42	43	61	16	50	0	3	40	48	47
N/R	7	14	11	3	7	9	6	37	7	10	19	11

RESPONSES AS PERCENTAGES

HOW FREQUENTLY DOES AND HOW FREQUENTLY SHOULD THE DIVISION INVOLVE PERSONS LIKE YOU IN

IV-148 APPEARING BEFORE LEGISLATIVE COMMITTEES

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
AA	14	13	13	19	8	30	16	19	55	25	14	14
FREQ	18	14	28	29	16	33	25	33	28	20	23	22
OCC	36	21	30	34	41	21	35	19	10	15	29	32
SEL	15	10	10	6	15	5	7	0	0	8	10	11
AN	12	29	10	8	14	7	15	4	0	20	15	13
N/R	6	13	9	5	6	5	3	26	7	13	9	8

RESPONSES AS PERCENTAGES

SECTION V

IN PLANNING DIVISION ACTIVITIES, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

V-1D DIVISION PERSONNEL

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	47	39	38	36	33	44	47	22	72	50	29	39
SOME	31	31	21	25	25	33	12	11	21	38	19	24
LITTLE	14	10	7	13	11	7	7	0	3	3	4	9
NONE	4	3	2	3	1	2	2	0	0	3	0	2
DK	4	15	29	21	27	12	32	52	3	8	46	24
N/R	0	1	3	3	2	2	1	15	0	0	2	2

V-1S DIVISION PERSONNEL

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	78	80	74	72	80	65	79	41	90	88	67	75
SOME	17	14	15	19	14	26	11	22	7	10	19	16
LITTLE	3	1	3	3	3	2	0	0	0	0	3	2
NONE	0	0	0	1	0	2	2	0	0	0	0	0
DK	2	5	4	3	3	2	7	22	3	3	8	4
N/R	0	1	3	3	1	2	1	15	0	0	3	2

V-2D OTHER STATE DEPARTMENT OF EDUCATION PERSONNEL

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	6	5	8	6	7	9	11	11	14	3	8	7
SOME	40	36	36	38	28	42	37	22	59	38	25	34
LITTLE	36	41	16	22	24	23	15	4	21	48	15	24
NONE	10	8	3	3	3	7	3	0	3	8	0	5
DK	7	10	33	29	36	16	34	48	3	5	49	28
N/R	1	1	3	3	2	2	1	15	0	0	3	2

RESPONSES AS PERCENTAGES

IN PLANNING DIVISION ACTIVITIES, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

V-2S OTHER STATE DEPARTMENT OF EDUCATION PERSONNEL

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	29	39	41	25	35	37	38	22	31	50	34	35
SOME	57	53	46	63	53	42	46	48	62	43	48	51
LITTLE	9	4	5	3	6	7	5	0	3	5	7	6
NONE	1	1	1	2	1	2	2	0	0	0	1	1
DK	4	3	4	5	4	7	8	15	3	3	8	5
N/R	0	1	3	3	1	5	1	15	0	0	3	2

V-3D CHIEF STATE SCHOOL OFFICER

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	35	33	26	27	21	42	34	22	41	35	25	29
SOME	31	34	23	19	28	28	25	11	48	40	19	25
LITTLE	16	10	7	16	10	9	4	7	10	15	6	10
NONE	6	3	3	3	3	7	5	4	0	3	1	4
DK	12	19	38	32	35	12	32	41	0	8	46	30
N/R	0	1	3	3	3	2	1	15	0	0	3	2

V-3S CHIEF STATE SCHOOL OFFICER

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	53	63	53	42	50	63	49	44	59	65	55	53
SOME	36	25	27	36	37	26	33	19	34	25	27	31
LITTLE	4	4	7	8	4	5	7	7	3	8	4	5
NONE	1	2	1	1	1	2	2	0	0	0	1	1
DK	6	6	9	10	7	2	8	15	3	3	11	8
N/R	0	1	3	3	1	2	1	15	0	0	3	2

RESPONSES AS PERCENTAGES

IN PLANNING DIVISION ACTIVITIES, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

V-4D STATE VOCATIONAL DIRECTOR

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	82	79	59	64	64	79	62	37	93	90	50	66
SOME	10	6	12	8	10	12	15	15	7	3	10	10
LITTLE	2	2	2	6	3	0	1	0	0	3	1	2
NONE	1	1	1	2	2	0	1	0	0	0	0	1
DK	4	10	22	18	18	7	21	33	0	5	36	18
N/R	0	2	3	3	2	2	1	15	0	0	3	2

V-4S STATE VOCATIONAL DIRECTOR

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	90	90	83	80	85	84	90	67	90	95	84	85
SOME	7	5	9	9	11	12	5	4	7	3	6	8
LITTLE	0	1	1	3	0	0	0	0	0	0	1	1
NONE	1	0	1	0	0	0	1	0	0	0	0	0
DK	3	3	3	5	3	2	4	15	3	3	7	4
N/R	0	1	4	3	1	2	1	15	0	0	3	2

V-5D STATE BOARD FOR VOCATIONAL EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	40	30	32	25	28	42	36	22	41	25	23	32
SOME	32	29	20	26	24	28	18	11	38	38	18	24
LITTLE	13	8	7	14	12	9	6	4	14	15	6	9
NONE	4	5	2	4	3	0	2	4	7	8	3	3
DK	11	25	35	28	30	19	36	44	0	15	47	29
N/R	0	2	3	3	2	2	1	15	0	0	3	2

RESPONSES AS PERCENTAGES

IN PLANNING DIVISION ACTIVITIES, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

V-5S STATE BOARD FOR VOCATIONAL EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	56	48	58	55	57	65	59	44	48	40	63	57
SOME	29	30	24	25	28	21	22	11	41	35	19	25
LITTLE	6	4	3	4	5	0	5	0	3	13	4	4
NONE	2	3	1	2	1	0	2	7	3	3	1	1
DK	8	15	11	11	7	12	12	22	3	10	11	10
N/R	0	1	3	3	1	2	1	15	0	0	3	2

V-6D LEGISLATORS

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	5	3	7	7	6	9	11	4	3	3	4	6
SOME	32	35	30	25	18	30	22	30	41	30	22	27
LITTLE	36	25	23	34	26	21	30	26	38	45	24	28
NONE	11	12	5	8	10	14	8	11	14	10	6	8
DK	15	25	32	25	37	21	28	19	3	13	42	29
N/R	0	2	3	3	2	5	1	11	0	0	3	2

V-6S LEGISLATORS

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	20	17	31	29	23	30	28	22	24	15	26	25
SOME	50	52	43	34	44	40	45	48	59	48	45	45
LITTLE	16	17	12	22	19	7	17	11	10	18	15	16
NONE	4	6	6	4	6	14	7	7	3	13	5	5
DK	10	8	5	8	7	7	3	0	3	8	7	7
N/R	0	1	3	3	1	2	1	11	0	0	2	2

RESPONSES AS PERCENTAGES

IN PLANNING DIVISION ACTIVITIES, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

V-7D STATE FINANCE OFFICER

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	18	13	15	14	15	9	21	19	10	5	14	16
SOME	29	31	27	28	20	26	20	11	52	35	18	25
LITTLE	20	23	12	14	14	35	12	11	21	33	11	16
NONE	13	9	3	7	6	14	7	0	14	15	2	7
DK	20	23	40	34	42	14	40	44	3	13	52	35
N/R	1	1	3	3	3	2	1	15	0	0	3	2

V-7S STATE FINANCE OFFICER

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	31	29	37	36	37	33	35	41	28	20	39	35
SOME	38	43	37	32	34	33	37	26	55	45	38	37
LITTLE	12	13	9	13	15	16	12	4	10	18	8	11
NONE	6	4	3	3	4	7	6	4	3	10	2	4
DK	12	10	10	14	9	9	8	11	3	8	11	10
N/R	0	1	3	3	1	2	1	15	0	0	3	2

V-8D U.S. OFFICE OF EDUCATION

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	13	19	17	11	14	19	18	11	7	23	11	15
SOME	49	37	30	40	31	37	26	22	59	38	23	34
LITTLE	24	19	11	19	18	16	14	0	24	26	9	16
NONE	4	5	2	1	4	5	7	0	10	5	1	3
DK	9	19	36	26	31	21	35	52	0	8	54	30
N/R	0	1	3	3	2	2	1	15	0	0	3	2

RESPONSES AS PERCENTAGES

IN PLANNING DIVISION ACTIVITIES, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

V-8S U.S. OFFICE OF EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	19	28	33	24	26	33	27	26	17	30	22	26
SOME	57	49	44	52	52	42	45	30	59	50	47	49
LITTLE	15	15	11	14	14	7	12	4	17	18	13	13
NONE	2	2	2	3	2	9	5	7	3	0	3	3
DK	7	5	6	5	6	7	9	19	3	3	13	8
N/R	0	1	3	3	1	2	1	15	0	0	3	2

V-9D INTERMEDIATE (COUNTY) OFFICES

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	6	3	5	3	3	7	9	0	3	3	2	4
SOME	30	24	19	19	19	19	22	7	45	25	17	21
LITTLE	25	19	26	31	22	26	21	19	28	28	15	23
NONE	17	14	6	8	9	12	5	11	14	15	2	9
DK	21	38	41	36	45	35	42	48	10	28	62	40
N/R	1	3	3	3	3	2	1	15	0	3	3	2

V-9S INTERMEDIATE (COUNTY) OFFICES

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	16	21	21	17	18	23	21	11	24	8	17	18
SOME	40	30	40	39	41	21	35	41	45	40	44	39
LITTLE	16	15	13	19	18	19	18	7	14	23	13	15
NONE	12	8	5	7	4	5	6	7	7	3	4	7
DK	16	25	18	16	16	30	20	19	10	25	18	18
N/R	1	1	3	3	2	2	1	15	0	3	3	2

RESPONSES AS PERCENTAGES

IN PLANNING DIVISION ACTIVITIES, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

V-10D LOCAL SCHOOL OFFICIALS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	21	10	9	7	7	14	18	0	17	8	8	12
SOME	46	54	32	36	31	30	31	22	66	63	25	36
LITTLE	23	17	33	33	20	28	16	22	14	18	16	24
NONE	3	2	7	9	9	9	3	0	3	5	2	5
DK	6	15	15	12	30	16	31	41	0	8	46	21
N/R	0	2	3	3	3	2	1	15	0	0	3	2

V-10S LOCAL SCHOOL OFFICIALS

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	42	53	43	34	33	33	45	41	55	55	38	41
SOME	47	40	44	56	55	49	38	26	41	43	44	46
LITTLE	6	3	7	3	4	14	8	7	0	0	7	6
NONE	0	1	1	0	0	0	2	0	0	0	1	1
DK	4	3	1	4	7	2	7	11	3	3	8	5
N/R	0	1	3	3	1	2	1	15	0	0	3	2

V-11D UNIVERSITIES AND COLLEGES

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	15	8	9	6	12	14	14	4	14	18	8	11
SOME	50	45	35	34	34	30	29	26	72	45	22	36
LITTLE	22	21	17	25	29	16	18	4	10	23	11	20
NONE	5	2	3	8	11	7	3	0	3	3	3	5
DK	7	22	33	24	12	30	35	52	0	13	53	26
N/R	0	1	3	3	2	2	1	15	0	0	3	2

RESPONSES AS PERCENTAGES

IN PLANNING DIVISION ACTIVITIES, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

V-11S UNIVERSITIES AND COLLEGES

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	39	41	41	28	56	42	33	33	31	53	35	40
SOME	49	46	43	53	37	33	45	30	59	35	44	44
LITTLE	7	6	8	11	3	14	12	4	7	8	8	7
NONE	1	1	1	1	0	5	2	0	0	0	1	1
DK	4	5	4	5	3	5	7	19	3	5	9	5
N/R	0	1	4	3	1	2	1	15	0	0	3	2

V-12D COMMUNITY OR JUNIOR COLLEGES

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	12	10	7	11	4	14	13	4	14	10	10	9
SOME	34	28	22	26	21	23	24	15	59	43	19	25
LITTLE	23	19	20	30	19	19	17	11	24	13	8	19
NONE	13	6	5	15	8	7	4	0	3	8	5	8
DK	17	35	44	15	45	35	42	56	0	28	55	37
N/R	0	1	3	3	3	2	1	15	0	0	3	2

V-12S COMMUNITY OR JUNIOR COLLEGES

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	30	37	34	36	34	40	38	30	38	38	37	34
SOME	44	37	38	35	40	26	34	33	55	38	37	39
LITTLE	8	6	9	14	6	16	7	0	0	5	8	8
NONE	5	1	2	3	2	5	3	0	0	0	2	3
DK	13	18	13	9	17	12	17	22	7	20	13	14
N/R	0	1	3	3	1	2	1	15	0	0	3	2

RESPONSES AS PERCENTAGES

IN PLANNING DIVISION ACTIVITIES, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

V-13D AREA VOCATIONAL SCHOOLS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	37	29	23	16	20	49	25	11	48	28	21	26
SOME	35	33	27	33	26	21	27	26	38	36	20	28
LITTLE	12	11	15	19	18	9	12	11	10	18	8	13
NONE	3	3	2	8	3	2	2	0	0	8	2	3
DK	11	22	29	21	31	16	33	37	3	10	46	27
N/R	1	2	3	3	2	2	1	15	0	0	3	2

V-13S AREA VOCATIONAL SCHOOLS

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	57	65	58	47	48	63	60	48	66	63	64	57
SOME	29	24	29	38	33	23	24	26	28	30	21	28
LITTLE	4	1	3	3	7	7	4	0	0	3	2	3
NONE	1	1	0	0	0	0	0	0	0	3	1	0
DK	10	9	7	9	10	5	12	11	7	3	10	9
N/R	0	1	3	3	1	2	1	15	0	0	3	2

V-14D PRIVATE VOCATIONAL SCHOOLS

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	3	1	2	3	0	9	5	4	3	3	4	3
SOME	9	13	12	11	9	14	12	7	10	15	8	10
LITTLE	22	15	16	18	14	16	15	11	31	23	14	16
NONE	39	23	9	15	18	9	11	0	41	20	8	18
DK	27	45	57	50	57	49	57	63	14	35	62	50
N/R	1	4	3	3	3	2	1	15	0	5	4	3

RESPONSES AS PERCENTAGES

IN PLANNING DIVISION ACTIVITIES, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

V-148 PRIVATE VOCATIONAL SCHOOLS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	7	17	22	14	16	16	15	26	3	10	26	17
SOME	30	38	33	33	38	37	30	19	45	45	39	34
LITTLE	24	12	15	19	16	19	17	11	21	20	11	17
NONE	16	10	6	9	7	9	13	0	17	5	5	9
DK	22	21	20	21	23	16	24	30	14	18	16	21
N/R	1	1	4	3	1	2	1	15	0	3	3	2

V-150 STATE ADVISORY COUNCIL

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
EXTEN	23	12	11	17	9	6	16	0	14	17	9	14
SOME	39	37	28	25	30	35	37	40	71	22	21	31
LITTLE	19	13	13	21	10	18	16	0	7	28	11	14
NONE	8	5	2	8	10	6	4	10	7	6	2	5
DK	11	33	47	29	42	35	28	50	0	28	57	35
N/R	0	0	0	0	0	0	0	0	0	0	0	0

V-153 STATE ADVISORY COUNCIL

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
EXTEN	51	48	49	46	39	41	50	40	79	33	43	47
SOME	36	35	33	42	50	35	38	30	14	44	41	39
LITTLE	4	6	5	8	2	18	4	0	0	17	3	4
NONE	0	0	0	0	0	0	2	0	0	0	1	0
DK	8	11	11	4	9	6	6	30	7	6	12	9
N/R	0	0	0	0	0	0	0	0	0	0	0	0

RESPONSES AS PERCENTAGES

IN PLANNING DIVISION ACTIVITIES, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

V-16D EDUCATION ORGANIZATIONS

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	9	5	6	8	5	9	10	4	3	3	7	7
SOME	43	34	29	31	27	28	25	33	69	40	19	31
LITTLE	30	29	27	31	28	26	22	11	24	38	18	26
NONE	7	10	4	7	8	7	6	4	3	13	3	6
DK	10	21	30	22	29	28	35	33	0	8	50	28
N/R	0	1	4	3	3	2	1	15	0	0	3	2

V-16S EDUCATION ORGANIZATIONS

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	27	30	32	21	24	28	28	30	38	28	28	28
SOME	54	49	46	58	58	49	47	41	55	53	46	50
LITTLE	13	12	12	14	11	12	10	4	3	10	13	12
NONE	1	2	1	1	1	0	3	0	0	5	1	1
DK	6	6	5	4	4	9	12	11	3	5	9	6
N/R	0	1	4	3	1	2	1	15	0	0	3	2

V-17D OTHER

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	6	1	1	0	0	2	2	0	7	3	2	2
SOME	6	5	3	6	5	0	5	0	14	3	6	5
LITTLE	5	4	4	3	5	7	2	4	7	3	9	5
NONE	2	2	2	2	3	2	3	0	0	0	4	2
DK	76	81	84	86	82	84	87	78	72	88	75	81
N/R	4	7	6	3	4	5	1	19	0	5	4	5

RESPONSES AS PERCENTAGES

IN PLANNING DIVISION ACTIVITIES, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

V-17S OTHER

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	12	5	6	8	7	9	9	7	10	3	14	9
SOME	7	6	7	6	9	5	6	4	17	5	9	7
LITTLE	1	1	0	1	0	0	2	0	0	0	1	1
NONE	0	0	0	0	0	0	0	0	0	0	0	0
DK	76	81	80	83	79	81	82	70	72	88	71	78
N/R	4	7	7	3	4	5	1	19	0	5	5	5

V-17D(A) LABOR

N	205	72	226	70	114	26	29	17	15	22	146	905
EXTEN	16	10	12	9	6	19	10	12	27	14	9	11
SOME	51	43	31	47	29	38	34	12	60	50	25	37
LITTLE	21	15	16	19	22	15	17	12	7	23	18	19
NONE	4	6	4	3	6	0	7	6	7	9	5	4
DK	7	24	31	19	32	23	28	35	0	5	38	25
N/R	0	3	6	4	5	4	3	24	0	0	3	4

V-17S(A) LABOR

N	205	72	226	70	114	26	29	17	15	22	146	905
EXTEN	39	39	39	31	30	42	31	29	67	36	45	38
SOME	46	49	42	51	54	38	45	29	27	55	36	44
LITTLE	10	6	8	7	6	8	7	6	7	5	6	8
NONE	0	0	0	0	1	0	3	0	0	0	1	0
DK	5	6	4	6	8	8	10	12	0	5	8	6
N/R	0	1	6	4	2	4	3	24	0	0	5	4

RESPONSES AS PERCENTAGES

IN PLANNING DIVISION ACTIVITIES, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

V-18D(A) MANAGEMENT

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
EXTEN	13	6	9	7	3	12	17	0	20	9	8	9
SOME	52	50	32	47	32	50	34	41	60	50	27	39
LITTLE	24	13	19	20	22	19	17	6	13	23	17	19
NONE	3	7	5	4	9	0	7	0	7	14	3	5
DK	8	22	29	17	29	15	21	29	0	5	42	24
N/R	0	3	6	4	5	4	3	24	0	0	3	4

V-18S(A) MANAGEMENT

N	205	72	226	70	114	26	29	17	15	22	146	905
EXTEN	41	38	37	27	33	54	45	47	60	41	51	40
SOME	47	51	42	56	53	42	41	18	40	50	35	45
LITTLE	8	3	9	7	7	0	3	0	0	5	2	6
NONE	0	0	0	0	1	0	0	0	0	0	0	0
DK	4	7	4	6	4	0	7	12	0	5	8	5
N/R	0	1	7	4	2	4	3	24	0	0	5	4

V-19D(A) AGRICULTURE

N	205	72	226	70	114	26	29	17	15	22	146	905
EXTEN	13	15	15	9	12	8	17	6	20	14	10	12
SOME	49	47	32	40	28	54	34	29	53	50	25	37
LITTLE	21	8	15	26	21	12	10	6	20	23	14	17
NONE	4	4	3	0	2	0	7	0	7	9	1	3
DK	13	22	29	21	32	23	28	35	0	5	45	27
N/R	0	3	6	4	5	4	3	24	0	0	5	4

RESPONSES AS PERCENTAGES

IN PLANNING DIVISION ACTIVITIES, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

V-198(A) AGRICULTURE

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
EXTEN	30	35	33	21	34	38	28	35	53	41	34	32
SOME	47	53	44	54	45	54	45	24	47	50	39	45
LITTLE	14	3	8	14	16	4	14	0	0	5	12	11
NONE	1	1	0	0	0	0	0	0	0	0	1	1
DK	8	7	8	6	4	0	10	18	0	5	10	8
N/R	0	1	7	4	2	4	3	24	0	0	4	4

RESPONSES AS PERCENTAGES

SECTION VI

IN ITS OWN POLICY FORMULATION, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

VI-1D DIVISION PERSONNEL

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	37	37	36	30	31	35	35	19	59	50	21	32
SOME	35	28	26	36	29	30	25	15	31	23	26	29
LITTLE	19	14	7	10	13	14	9	4	10	15	6	11
NONE	4	1	1	3	3	2	2	4	0	0	1	2
DK	5	18	30	22	22	19	29	56	0	13	46	24
N/R	1	1	1	0	2	0	0	4	0	0	0	1

VI-1S DIVISION PERSONNEL

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	72	79	71	64	73	63	63	59	76	80	53	68
SOME	23	15	21	27	20	21	28	22	21	15	32	23
LITTLE	3	2	3	4	3	12	2	4	0	3	6	4
NONE	0	1	0	1	1	5	2	0	0	0	2	1
DK	1	3	3	4	3	0	5	11	3	3	7	3
N/R	1	1	1	0	0	0	0	4	0	0	0	1

VI-2D OTHER STATE DEPARTMENT OF EDUCATION PERSONNEL

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	11	7	18	14	8	12	12	19	10	5	12	12
SOME	39	30	30	36	28	37	29	26	59	35	25	31
LITTLE	31	36	15	19	28	33	17	0	28	43	13	22
NONE	9	11	2	5	4	5	3	7	3	13	2	5
DK	8	14	34	25	31	12	39	44	0	5	48	28
N/R	1	1	1	0	2	2	0	4	0	0	1	1

RESPONSES AS PERCENTAGES

IN ITS OWN POLICY FORMULATION, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

VI-2S OTHER STATE DEPARTMENT OF EDUCATION PERSONNEL

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	26	37	46	31	37	37	36	52	24	40	34	36
SOME	54	52	42	50	48	40	47	30	62	48	47	48
LITTLE	11	7	6	10	11	14	8	7	3	8	9	9
NONE	4	1	2	3	0	5	1	0	3	0	3	2
DK	4	3	4	6	3	2	8	7	7	5	7	5
N/R	1	1	1	0	0	2	0	4	0	0	0	1

VI-3D CHIEF STATE SCHOOL OFFICER

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	48	46	33	36	32	49	35	33	66	58	32	38
SOME	26	25	23	26	28	19	25	4	28	25	16	24
LITTLE	11	7	7	8	6	12	6	7	7	13	5	8
NONE	3	2	2	3	5	2	2	4	0	0	1	3
DK	10	18	33	25	27	19	32	48	0	5	44	27
N/R	1	1	1	0	2	0	0	4	0	0	1	1

VI-3S CHIEF STATE SCHOOL OFFICER

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	61	77	63	55	58	72	61	63	72	90	64	63
SOME	26	15	25	31	29	19	29	15	24	8	21	25
LITTLE	4	2	3	4	5	5	5	4	0	0	4	4
NONE	2	1	1	1	1	2	0	0	0	0	3	1
DK	6	3	7	8	6	2	5	15	3	3	8	7
N/R	1	1	1	0	0	0	0	4	0	0	0	1

RESPONSES AS PERCENTAGES

IN ITS OWN POLICY FORMULATION, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

VI-4D STATE VOCATIONAL DIRECTOR

RESP. GROUPS:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	81	77	61	69	68	77	66	44	86	88	49	67
SOME	10	9	12	11	10	7	9	11	10	5	10	10
LITTLE	4	1	3	4	3	2	4	0	3	3	3	3
NONE	0	1	1	0	1	2	0	4	0	0	0	1
DK	4	10	23	16	17	12	21	37	0	5	37	18
N/R	1	1	1	0	1	0	0	4	0	0	0	1

VI-4S STATE VOCATIONAL DIRECTOR

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	93	92	88	87	88	91	91	78	93	95	85	89
SOME	4	4	7	9	7	7	7	7	3	3	9	6
LITTLE	1	0	1	2	1	2	0	0	0	0	0	1
NONE	0	1	0	0	0	0	0	0	0	0	0	0
DK	2	3	3	2	3	0	2	11	3	3	6	3
N/R	1	1	1	0	0	0	0	4	0	0	0	0

VI-5D STATE BOARD FOR VOCATIONAL EDUCATION

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	57	41	39	41	36	44	38	15	62	38	32	42
SOME	24	21	19	28	25	23	23	30	34	33	17	22
LITTLE	7	6	5	9	7	9	5	0	3	13	4	6
NONE	1	2	2	0	1	5	2	0	0	0	1	1
DK	10	28	34	22	30	19	31	48	0	18	44	28
N/R	1	1	1	0	1	0	0	7	0	0	1	1

RESPONSES AS PERCENTAGES

IN ITS OWN POLICY FORMULATION, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

VI-5S STATE BOARD FOR VOCATIONAL EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	73	64	70	72	67	72	68	63	72	63	77	71
SOME	17	17	18	21	23	14	22	11	24	25	12	18
LITTLE	2	1	1	0	2	0	2	0	0	0	1	1
NONE	1	1	0	0	1	0	0	0	0	0	0	1
DK	6	15	10	7	7	14	9	22	3	13	10	9
N/R	1	1	1	0	0	0	0	4	0	0	0	0

VI-6D LEGISLATORS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	6	1	6	3	6	7	5	4	7	0	6	5
SOME	26	28	27	28	21	16	26	19	34	25	21	25
LITTLE	32	31	25	30	22	40	23	30	38	50	22	27
NONE	18	10	6	10	9	16	10	22	21	10	6	10
DK	16	28	35	30	41	21	35	22	0	15	45	31
N/R	1	1	1	0	2	0	0	4	0	0	1	1

VI-6S LEGISLATORS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	12	12	20	14	17	12	17	22	17	15	19	16
SOME	43	50	41	45	44	40	35	59	41	45	40	43
LITTLE	22	19	22	23	23	23	29	11	31	20	24	23
NONE	14	11	10	13	9	21	11	4	7	13	9	11
DK	8	8	6	6	7	5	8	0	3	8	8	7
N/R	1	1	1	0	1	0	0	4	0	0	0	1

RESPONSES AS PERCENTAGES

IN ITS OWN POLICY FORMULATION, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

VI-7D STATE FINANCE OFFICER

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	14	6	12	13	12	9	13	11	10	5	8	11
SOME	26	26	23	26	24	19	21	11	28	23	18	23
LITTLE	25	26	14	23	11	28	18	22	45	45	14	19
NONE	15	13	6	6	8	21	5	4	14	18	6	9
DK	20	27	45	32	43	23	42	44	3	10	52	37
N/R	1	1	1	0	2	0	0	7	0	0	1	1

VI-7S STATE FINANCE OFFICER

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	22	21	26	23	28	21	25	26	14	23	20	23
SOME	36	32	35	35	35	33	33	26	52	30	38	35
LITTLE	20	22	18	25	18	19	20	19	28	23	19	20
NONE	12	13	8	8	10	21	15	4	3	18	10	11
DK	10	12	12	9	8	7	6	22	3	6	12	10
N/R	1	1	1	0	0	0	0	4	0	0	0	1

VI-8D U.S. OFFICE OF EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	12	18	14	10	16	16	16	7	0	18	11	13
SOME	44	35	31	35	25	42	25	15	59	45	22	32
LITTLE	26	19	15	26	22	16	18	7	31	25	10	19
NONE	8	6	2	3	6	5	3	4	7	8	4	5
DK	9	21	38	25	29	21	38	63	3	5	54	30
N/R	1	1	1	0	1	0	0	4	0	0	1	1

RESPONSES AS PERCENTAGES

IN ITS OWN POLICY FORMULATION, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

VI-8S U.S. OFFICE OF EDUCATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	15	20	24	8	24	23	22	19	7	25	18	19
SOME	48	45	43	50	45	47	41	44	66	45	45	45
LITTLE	23	20	19	25	22	14	23	4	17	15	16	20
NONE	8	8	7	10	6	9	6	11	3	10	10	8
DK	5	6	6	7	4	7	8	19	7	5	11	7
N/R	1	1	1	0	0	0	0	4	0	0	0	1

VI-9D INTERMEDIATE (COUNTY) OFFICES

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	3	3	3	2	0	5	2	0	7	0	2	2
SOME	21	17	20	17	14	19	20	11	24	25	14	18
LITTLE	34	25	22	26	24	21	22	19	38	35	14	24
NONE	18	12	9	18	8	12	10	0	10	13	4	11
DK	24	40	45	37	51	40	46	63	21	25	64	43
N/R	1	2	1	0	2	5	0	7	0	3	2	1

VI-9S INTERMEDIATE (COUNTY) OFFICES

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	7	14	14	9	10	14	8	15	10	5	11	11
SOME	37	33	39	38	44	30	38	37	48	38	41	39
LITTLE	23	18	21	21	20	21	22	15	14	25	22	21
NONE	14	8	7	8	4	9	9	4	3	8	6	8
DK	18	26	17	23	21	23	23	26	24	23	19	20
N/R	1	1	1	0	1	2	0	4	0	3	1	1

RESPONSES AS PERCENTAGES

IN ITS OWN POLICY FORMULATION, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

VI-10D LOCAL SCHOOL OFFICIALS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	9	6	7	6	5	5	7	11	10	5	4	7
SOME	35	33	23	24	21	28	28	15	48	45	19	26
LITTLE	36	28	32	42	29	49	28	15	34	30	21	31
NONE	9	10	16	11	11	5	4	11	7	13	4	10
DK	10	21	21	18	32	14	32	44	0	8	51	25
N/R	1	2	1	0	2	0	0	4	0	0	1	1

VI-10S LOCAL SCHOOL OFFICIALS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	22	34	31	27	24	28	23	33	38	38	24	26
SOME	52	48	50	51	50	37	44	37	48	45	48	49
LITTLE	16	9	13	17	19	30	24	11	3	13	16	16
NONE	4	3	3	1	2	2	2	0	7	3	3	3
DK	6	5	3	4	5	2	8	15	3	3	8	5
N/R	1	1	1	0	0	0	0	4	0	0	1	1

VI-11D UNIVERSITIES AND COLLEGES

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	7	6	6	5	7	9	7	7	7	10	6	6
SOME	39	39	28	25	25	23	27	19	55	48	17	29
LITTLE	33	22	20	32	33	30	22	11	28	20	16	25
NONE	10	5	5	11	17	16	8	4	7	15	3	8
DK	11	26	40	26	16	21	36	56	3	8	57	31
N/R	1	1	1	0	2	0	0	4	0	0	1	1

RESPONSES AS PERCENTAGES

IN ITS OWN POLICY FORMULATION, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

VI-11S UNIVERSITIES AND COLLEGES

RESP.			LOC	AR	HI	ST	ADV		ST			OVER-
GROUP:	SDVE	SDE	SCH	SCH	ED	BD	GP	LEG	DIR	CSSO	OTHER	ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	16	28	26	17	40	23	21	22	7	40	22	24
SOME	53	49	49	49	48	33	43	40	62	38	44	48
LITTLE	19	13	16	20	9	33	24	15	21	13	17	17
NONE	5	3	4	8	2	9	5	0	0	8	6	5
DK	6	6	5	5	2	2	7	11	10	3	10	6
N/R	1	1	1	0	0	0	0	4	0	0	1	1

VI-12D COMMUNITY OR JUNIOR COLLEGES

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	5	7	4	7	5	2	9	7	3	5	5	5
SOME	29	25	19	19	15	19	22	15	52	40	17	21
LITTLE	29	19	21	39	28	26	20	7	38	18	15	24
NONE	16	8	7	15	10	16	6	0	3	10	4	10
DK	21	39	48	20	41	37	43	67	3	28	58	40
N/R	1	1	1	0	2	0	0	4	0	0	1	1

VI-12S COMMUNITY OR JUNIOR COLLEGES

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	13	25	19	25	22	23	25	30	14	20	28	21
SOME	49	40	44	36	44	28	40	33	59	48	37	42
LITTLE	18	14	18	24	18	23	13	15	14	10	16	17
NONE	7	1	5	5	2	14	5	0	3	3	7	5
DK	13	19	14	9	14	12	17	19	10	20	12	14
N/R	1	1	1	0	0	0	0	4	0	0	0	1

RESPONSES AS PERCENTAGES

IN ITS OWN POLICY FORMULATION, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

VI-13D AREA VOCATIONAL SCHOOLS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	16	18	15	8	9	21	15	11	24	20	13	14
SOME	32	36	27	31	23	42	31	11	38	43	21	28
LITTLE	26	16	15	28	24	9	15	11	24	23	11	19
NONE	10	5	5	8	6	7	5	4	3	5	3	6
DK	15	24	38	25	37	19	35	59	10	10	50	32
N/R	1	1	1	0	2	2	0	4	0	0	1	1

VI-13S AREA VOCATIONAL SCHOOLS

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	28	39	42	38	36	37	38	41	38	38	41	37
SOME	46	43	38	41	42	44	41	37	38	50	39	41
LITTLE	12	5	10	11	12	9	6	4	7	5	8	10
NONE	3	3	2	1	1	5	3	0	3	5	3	2
DK	10	10	7	9	8	5	12	15	14	3	10	9
N/R	1	1	1	0	0	0	0	4	0	0	0	1

VI-14D PRIVATE VOCATIONAL SCHOOLS

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	2	3	1	3	1	0	4	4	0	3	2	2
SOME	6	6	8	8	4	21	6	7	14	5	6	7
LITTLE	18	19	16	20	17	12	11	7	38	35	15	16
NONE	44	26	14	23	20	23	24	4	34	23	14	24
DK	29	45	59	45	56	42	54	74	14	33	62	50
N/R	1	3	1	0	2	2	0	4	0	3	1	1

RESPONSES AS PERCENTAGES

IN ITS OWN POLICY FORMULATION, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

VI-14B PRIVATE VOCATIONAL SCHOOLS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	4	10	12	5	9	14	12	19	3	10	14	10
SOME	19	26	31	31	34	28	21	26	34	23	33	28
LITTLE	28	21	21	21	27	16	24	11	24	33	24	24
NONE	28	14	13	21	10	26	20	11	21	10	12	17
DK	21	27	22	21	21	14	23	26	17	23	17	21
N/R	1	1	1	0	0	2	0	7	0	3	1	1

VI-15D STATE ADVISORY COUNCIL

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
EXTEN	16	7	8	8	9	12	10	0	21	11	8	10
SOME	25	16	13	19	16	18	24	10	36	11	15	18
LITTLE	14	13	8	21	11	18	11	0	7	17	6	11
NONE	7	7	1	2	6	0	5	10	7	11	2	4
DK	9	23	38	23	27	0	15	30	0	17	37	24
N/R	30	34	32	27	31	53	36	50	29	33	33	32

VI-15B STATE ADVISORY COUNCIL

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	189	83	189	48	115	17	101	10	14	18	126	878
EXTEN	39	29	30	31	32	18	31	10	36	22	31	32
SOME	22	27	22	31	25	24	25	10	29	33	22	23
LITTLE	4	1	4	6	4	6	4	0	0	6	4	4
NONE	2	0	1	0	2	0	0	0	0	0	0	1
DK	5	10	11	4	5	0	5	30	7	6	10	8
N/R	30	34	32	27	31	53	36	50	29	33	33	32

RESPONSES AS PERCENTAGES

IN ITS OWN POLICY FORMULATION, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

VI-16D EDUCATION ORGANIZATIONS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	5	6	4	6	3	9	5	4	10	3	5	5
SOME	31	26	21	25	18	21	26	26	55	48	17	23
LITTLE	37	24	27	36	28	42	19	7	24	25	16	28
NONE	13	12	8	9	13	7	5	0	10	13	6	9
DK	13	30	39	24	35	21	44	56	0	13	55	34
N/R	1	1	1	0	2	0	0	7	0	0	2	1

VI-16S EDUCATION ORGANIZATIONS

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	10	23	22	18	21	16	12	22	21	18	19	18
SOME	53	39	46	54	47	44	48	41	59	58	42	47
LITTLE	24	23	19	19	22	30	20	11	14	13	21	21
NONE	4	6	5	5	3	5	7	7	3	5	6	5
DK	8	8	7	3	7	5	13	15	3	8	11	8
N/R	1	1	1	0	0	0	0	4	0	0	1	1

VI-17D OTHER

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	2	1	1	0	0	0	1	0	3	0	1	1
SOME	3	3	2	2	3	0	5	0	3	8	3	3
LITTLE	4	3	3	3	5	0	1	0	0	0	5	3
NONE	3	1	1	3	2	0	2	7	0	0	5	2
DK	85	86	87	92	86	95	92	74	93	88	83	86
N/R	4	7	6	1	4	5	1	19	0	5	4	4

RESPONSES AS PERCENTAGES

IN ITS OWN POLICY FORMULATION. TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

VI-17S OTHER

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	4	5	3	3	4	2	5	7	3	8	6	4
SOME	6	3	5	4	6	2	5	0	3	3	8	5
LITTLE	2	1	1	1	3	0	0	0	0	0	2	1
NONE	1	0	0	0	0	0	0	4	0	0	1	1
DK	84	85	84	90	83	93	89	70	93	85	78	84
N/R	4	7	7	2	4	2	1	19	0	5	5	5

VI-20D(A) LABOR

N	205	72	226	70	114	26	29	17	15	22	146	905
EXTEN	8	8	5	6	4	12	3	0	20	9	2	5
SOME	28	38	24	31	18	27	31	35	47	55	19	26
LITTLE	39	19	21	34	30	15	17	6	33	18	21	27
NONE	9	8	7	4	6	15	7	6	0	9	5	7
DK	16	24	42	24	39	31	41	47	0	9	52	34
N/R	1	3	1	0	4	0	0	6	0	0	1	2

VI-20S(A) LABOR

N	205	72	226	70	114	26	29	17	15	22	146	905
EXTEN	15	26	21	23	22	31	14	24	47	23	28	22
SOME	45	47	47	46	45	42	59	47	40	55	42	46
LITTLE	22	19	19	21	22	15	10	6	13	18	17	19
NONE	9	0	6	6	4	8	10	6	0	0	6	6
DK	8	6	6	4	7	4	7	12	0	5	6	6
N/R	1	1	1	0	0	0	0	6	0	0	1	1

RESPONSES AS PERCENTAGES

IN ITS OWN POLICY FORMULATION, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

VI-21D(A) MANAGEMENT

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
EXTEN	7	7	5	4	2	12	10	0	20	9	3	5
SOME	30	40	23	21	12	42	31	47	47	55	23	26
LITTLE	38	18	25	46	39	12	21	6	27	23	19	29
NONE	10	6	5	7	7	12	7	0	7	5	5	7
DK	14	26	40	21	36	23	31	41	0	9	48	32
N/R	1	3	2	0	4	0	0	6	0	0	1	2

VI-21S(A) MANAGEMENT

N	205	72	226	70	114	26	29	17	15	22	146	905
EXTEN	18	24	23	20	20	31	24	35	40	23	32	23
SOME	47	49	47	50	47	50	48	41	47	55	43	47
LITTLE	18	19	18	21	25	4	17	6	13	18	15	18
NONE	8	0	5	4	4	15	7	6	0	0	3	5
DK	8	7	4	4	4	0	3	6	0	5	6	5
N/R	1	1	1	0	0	0	0	6	0	0	1	1

VI-22D(A) AGRICULTURE

N	205	72	226	70	114	26	29	17	15	22	146	905
EXTEN	6	10	7	6	6	4	14	0	7	9	6	7
SOME	36	47	30	21	25	46	28	35	67	64	21	30
LITTLE	32	10	23	36	27	12	17	18	20	14	16	24
NONE	9	4	3	10	4	12	7	6	7	5	4	6
DK	16	26	36	27	33	27	34	35	0	9	51	32
N/R	1	3	2	0	4	0	0	6	0	0	2	2

RESPONSES AS PERCENTAGES

IN ITS OWN POLICY FORMULATION, TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION (OR STATE BOARD) INVOLVE THE FOLLOWING

VI-228(A) AGRICULTURE

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	205	72	226	70	114	26	29	17	15	22	146	905
EXTEN	13	25	21	9	16	23	17	29	20	18	23	18
SOME	44	47	47	56	53	54	45	47	67	59	40	47
LITTLE	24	18	20	23	23	4	17	6	13	18	23	21
NONE	7	1	6	3	4	15	3	6	0	0	5	5
DK	11	7	5	10	5	4	17	6	0	5	10	8
N/R	1	1	2	0	0	0	0	6	0	0	0	1

RESPONSES AS PERCENTAGES

SECTION VII

TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION INVOLVE ITSELF IN THE FOLLOWING ACTIVITIES

VII-1D GOAL SETTING

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	42	42	40	30	33	63	52	37	55	45	28	38
SOME	42	34	34	47	36	14	23	26	45	38	28	35
LITTLE	12	8	9	14	17	7	8	0	0	10	6	10
NONE	1	1	1	0	2	2	1	0	0	0	0	1
DK	3	15	16	10	10	14	16	33	0	8	39	16
N/R	0	1	1	0	1	0	0	4	0	0	0	1

VII-1S GOAL SETTING

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	86	88	84	82	89	91	90	78	93	93	83	85
SOME	12	8	13	14	10	7	7	4	3	5	11	11
LITTLE	0	0	2	1	0	0	2	4	0	0	1	1
NONE	0	0	0	0	0	2	0	0	0	0	0	0
DK	2	4	1	3	2	0	2	11	3	3	4	2
N/R	0	1	1	0	0	0	0	4	0	0	0	0

VII-2D PROBLEM DEFINITION

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	31	26	24	20	26	23	36	30	48	25	20	26
SOME	45	40	41	51	35	51	36	30	48	53	30	40
LITTLE	19	13	17	17	23	5	11	4	0	13	11	16
NONE	1	1	1	3	3	2	1	0	0	3	0	1
DK	4	20	16	9	13	19	16	33	3	8	38	16
N/R	0	1	1	0	1	0	0	4	0	0	0	1

RESPONSES AS PERCENTAGES

TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION INVOLVE ITSELF IN THE FOLLOWING ACTIVITIES

VII-2S PROBLEM DEFINITION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	80	82	76	77	82	77	83	74	86	83	78	79
SOME	15	11	20	19	16	16	15	19	10	15	17	17
LITTLE	1	1	1	0	0	0	0	0	0	0	1	1
NONE	1	0	0	0	0	0	0	0	0	0	0	0
DK	2	5	1	4	2	7	2	4	3	3	4	3
N/R	0	1	1	0	0	0	0	4	0	0	0	0

VII-3D RESEARCH

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	13	13	13	14	8	23	19	15	17	13	10	13
SOME	38	32	35	32	28	35	32	22	45	33	26	33
LITTLE	40	37	29	42	40	26	27	11	34	48	21	33
NONE	6	2	5	5	12	7	2	0	3	3	4	5
DK	3	15	17	8	11	9	20	48	0	5	39	16
N/R	0	1	1	0	1	0	0	4	0	0	0	1

VII-3S RESEARCH

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	57	66	75	64	56	72	65	52	66	75	64	64
SOME	36	27	21	31	37	28	27	37	28	23	28	29
LITTLE	3	2	2	3	5	0	6	4	0	0	4	3
NONE	1	1	0	0	0	0	0	0	3	0	0	0
DK	2	4	1	3	2	0	2	4	3	3	4	2
N/R	0	1	1	0	0	0	0	4	0	0	0	0

RESPONSES AS PERCENTAGES

TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION INVOLVE ITSELF IN THE FOLLOWING ACTIVITIES

VII-4D PROGRAM DEVELOPMENT

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	53	41	32	24	31	63	45	26	79	43	26	37
SOME	36	35	40	49	41	21	31	30	17	35	28	36
LITTLE	9	8	15	19	18	7	8	4	3	13	9	12
NONE	1	0	1	3	1	2	1	0	0	0	1	1
DK	2	15	11	6	7	7	15	37	0	10	36	13
N/R	0	1	1	0	1	0	0	4	0	0	0	1

VII-4S PROGRAM DEVELOPMENT

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	89	85	84	73	82	91	81	78	93	83	78	83
SOME	9	10	13	24	16	9	16	11	3	15	17	14
LITTLE	1	1	1	2	1	0	1	0	0	0	0	1
NONE	0	0	0	0	0	0	0	0	0	0	0	0
DK	1	4	1	2	1	0	2	7	3	3	4	2
N/R	0	1	1	0	0	0	0	4	0	0	0	0

VII-5D FIELD TESTING

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	11	4	7	4	4	9	13	4	14	3	7	8
SOME	37	32	33	25	27	42	32	22	38	26	21	31
LITTLE	37	34	33	47	39	23	26	19	38	48	19	32
NONE	9	5	5	11	10	7	2	4	10	8	3	6
DK	7	25	21	14	18	19	28	48	0	15	49	23
N/R	0	1	1	0	1	0	0	4	0	0	0	1

RESPONSES AS PERCENTAGES

TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION INVOLVE ITSELF IN THE FOLLOWING ACTIVITIES

VII-5S FIELD TESTING

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	48	53	55	41	56	51	52	52	59	50	45	51
SOME	41	37	38	52	37	47	35	33	34	45	42	40
LITTLE	5	3	3	4	2	0	6	0	3	3	5	4
NONE	0	0	1	0	1	0	0	0	0	0	1	0
DK	6	7	2	3	4	2	6	11	3	3	7	5
N/R	0	1	1	0	0	0	0	4	0	0	1	1

VII-6D DISSEMINATION

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	23	17	20	11	16	21	25	11	34	18	10	18
SOME	48	45	36	50	41	51	38	22	55	45	33	41
LITTLE	23	20	26	31	30	14	15	22	10	25	18	23
NONE	1	2	1	2	3	2	0	0	0	3	1	1
DK	4	15	16	7	9	12	21	41	0	10	38	16
N/R	0	1	1	0	1	0	0	4	0	0	0	1

VII-6S DISSEMINATION

N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	75	70	73	64	83	65	74	67	90	78	66	73
SOME	21	22	23	31	14	33	19	19	7	20	29	23
LITTLE	1	1	2	2	0	2	2	4	0	0	1	1
NONE	0	1	0	0	0	0	0	0	0	0	0	0
DK	3	5	2	3	2	0	5	7	3	3	4	3
N/R	0	1	1	0	0	0	0	4	0	0	0	0

RESPONSES AS PERCENTAGES

TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION INVOLVE ITSELF IN THE FOLLOWING ACTIVITIES

VII-7D PRACTICE

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	23	16	16	14	12	28	20	11	41	18	12	17
SOME	44	43	38	39	37	35	35	30	34	45	30	38
LITTLE	21	13	25	28	24	12	14	7	17	13	11	20
NONE	1	3	1	4	4	2	3	0	0	10	1	2
DK	11	25	19	14	22	23	28	48	7	15	46	23
N/R	0	1	1	0	1	0	0	4	0	0	0	1

VII-7S PRACTICE

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	55	50	54	44	57	56	48	59	59	53	46	52
SOME	29	29	34	37	23	30	28	22	24	30	34	31
LITTLE	5	4	5	5	6	2	8	4	3	3	6	5
NONE	1	1	0	3	2	2	3	0	3	3	1	1
DK	10	15	5	11	12	9	12	11	10	13	13	10
N/R	0	1	1	0	0	0	0	4	0	0	0	0

VII-8D INSPECTION AND REGULATION

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	26	22	13	19	23	30	22	22	21	23	11	19
SOME	47	49	49	48	45	49	39	33	62	63	33	45
LITTLE	23	8	24	25	15	9	15	4	17	8	13	18
NONE	1	1	2	2	2	0	2	0	0	3	1	1
DK	3	19	12	7	13	12	22	37	0	5	42	16
N/R	0	1	1	0	1	0	0	4	0	0	0	1

RESPONSES AS PERCENTAGES

TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION INVOLVE ITSELF IN THE FOLLOWING ACTIVITIES

VII-8S INSPECTION AND REGULATION

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	35	23	32	28	31	53	36	44	24	15	34	33
SOME	49	50	53	49	48	33	48	41	59	53	49	49
LITTLE	13	18	12	17	17	14	9	4	10	25	8	13
NONE	1	3	1	4	2	0	1	0	3	5	1	1
DK	2	5	2	2	3	0	5	7	3	3	7	4
N/R	0	1	0	0	0	0	0	4	0	0	0	0

VII-9D SUPERVISORY VISITS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	42	35	10	14	23	28	22	7	52	43	8	22
SOME	44	42	47	39	42	49	41	33	48	50	38	43
LITTLE	12	5	31	37	22	12	12	11	0	3	11	19
NONE	1	1	2	3	2	2	2	0	0	0	1	2
DK	2	16	10	7	9	9	23	44	0	5	42	15
N/R	0	1	1	0	1	0	0	4	0	0	0	1

VII-9S SUPERVISORY VISITS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	63	51	35	31	46	53	43	44	62	63	35	45
SOME	30	36	56	53	43	40	44	37	31	30	52	45
LITTLE	4	5	7	14	9	2	7	7	3	5	6	7
NONE	0	1	1	1	0	2	2	0	0	0	1	1
DK	2	6	1	2	1	2	5	7	3	3	6	3
N/R	0	1	0	0	0	0	0	4	0	0	0	0

RESPONSES AS PERCENTAGES

TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION INVOLVE ITSELF IN THE FOLLOWING ACTIVITIES

VII-10D PREPARATION OF REPORTS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	61	40	36	31	41	42	43	11	72	40	21	40
SOME	32	39	36	49	42	44	33	26	24	48	29	36
LITTLE	5	5	12	8	5	5	3	4	0	8	6	7
NONE	0	0	0	0	0	0	2	0	0	0	0	0
DK	1	15	15	12	10	9	19	56	3	5	44	16
N/R	0	1	1	0	1	0	0	4	0	0	0	1

VII-10S PREPARATION OF REPORTS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	48	35	42	34	50	44	44	30	66	36	35	42
SOME	44	52	47	52	41	44	35	52	24	48	49	46
LITTLE	6	9	9	8	6	12	13	4	7	13	8	8
NONE	0	0	0	1	0	0	3	4	0	0	0	1
DK	2	4	2	5	2	0	5	7	3	3	7	3
N/R	0	1	0	0	0	0	0	4	0	0	0	0

VII-11D MAINTENANCE OF STANDARDS

RESP. GROUP:	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	42	32	27	25	29	35	31	15	55	28	18	30
SOME	46	44	45	51	43	37	40	37	45	63	33	43
LITTLE	8	5	15	16	14	5	8	4	0	0	7	10
NONE	1	1	1	0	1	5	1	0	0	3	0	1
DK	2	18	11	8	12	19	20	41	0	8	42	16
N/R	0	1	1	0	1	0	0	4	0	0	1	1

RESPONSES AS PERCENTAGES

TO WHAT EXTENT DOES AND TO WHAT EXTENT SHOULD THE DIVISION INVOLVE ITSELF IN THE FOLLOWING ACTIVITIES

VII-11S MAINTENANCE OF STANDARDS

RESP. GROUPS	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	69	57	64	53	61	67	68	59	79	53	67	64
SOME	25	34	32	43	31	28	25	26	14	40	27	30
LITTLE	3	3	3	3	6	5	2	4	3	5	2	3
NONE	0	1	0	0	0	0	1	0	0	0	0	0
DK	3	6	1	2	2	0	3	7	3	3	4	3
N/R	0	1	0	0	0	0	0	4	0	0	0	0

VII-12D SERVICE TO DISTRICTS

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	42	32	23	23	21	37	34	11	48	33	12	27
SOME	46	48	45	42	44	37	37	33	48	55	36	43
LITTLE	10	4	20	23	20	7	7	19	3	3	9	14
NONE	1	1	0	3	1	5	1	0	0	3	0	1
DK	2	14	11	10	13	14	22	33	0	8	42	15
N/R	0	1	1	0	1	0	0	4	0	0	0	1

VII-12S SERVICE TO DISTRICTS

	SDVE	SDE	LOC SCH	AR SCH	HI ED	ST BD	ADV GP	LEG	ST DIR	CSSO	OTHER	OVER-ALL
N	394	155	415	118	229	43	130	27	29	40	272	1783
EXTEN	88	83	83	75	79	88	78	59	90	88	75	81
SOME	9	12	15	23	18	9	17	26	7	10	17	15
LITTLE	1	1	0	0	0	2	0	0	0	0	0	0
NONE	0	1	0	0	0	0	0	0	0	0	0	0
DK	2	4	1	3	2	0	5	11	3	3	7	3
N/R	0	1	0	0	0	0	0	4	0	0	0	0

N. Individual Interview Respondent Categories

1. Chief State School Officer or his representative
2. State Director of Vocational Education
3. State Division of Vocational Education Staff Members
4. Member, State Board of Vocational Education or State Board
5. Member, State Legislature
6. State Budget Analyst
7. Member, State Vocational-Technical Education Advisory Committee
8. Civil Service Director
9. Area or Technical School Director
10. Local School Administrator
11. Vocational Education Teacher-Trainer in Higher Education
12. State Department of Education Staff Member other than SDVE staff
13. Teachers of Vocational Subjects

APPENDIX IV (continued)

O. Individual Interview Guide

The following items should be discussed with regard to the State Division (Department) of Vocational Education in each individual interview, except those designated for specific persons only:

I. Public Image of SDVE

A. What is it?

B. How created?

C. How can it be improved?

II. The Staff of the State Division of Vocational Education

A. Factors contributing to administrative strength
  1. Competence
  2. Salary schedule
  3. Philosophy

B. Factors contributing to administrative weakness
  1. Competence
  2. Salary schedule
  3. Philosophy

For CSSO, State Director of Vocational Education and Program Supervisor only

C. 1. What factors limit staff recruitment? Salary, age, education, experience, availability, other
  2. How is salary of staff determined?
  3. Is there regular professional personnel evaluation? Who does the evaluation? How is the evaluation accepted?
  4. What are the opportunities for staff in-service experience (out-of-state travel to conferences, sabbaticals, etc.)?

III. SDVE Relationships

A. With local educational agencies
   1. Strengths: Program planning, application for funds, etc.
   2. Weaknesses

B. With state agencies
   1. State Finance Officer decisions which aid or hinder SDVE administration
   2. With what departments (agencies) of state government does the SDVE closely coordinate training efforts?

C. With Federal agencies, such as:
   1. Bureau of Apprenticeship and Training
   2. Bureau of Employment Security
   3. Office of Economic Opportunity
   4. Do USOE requirements for reports hinder SDVE administration?

D. With the public
   Use of media: Press, radio, TV

E. Other (For CSSO and State Director of Vocational Education only)
   1. Does the SDVE tend to become a separate educational agency?
   2. Is the position of the SDVE in the organizational structure of the SDE an aid or a hindrance to effective administration of vocational education?
   3. What are the relationships between the SDVE and the two- and four-year colleges?
   4. Kinds of advisory committees and how are they used?

IV. The State Program of Vocational-Technical Education

A. Elements of strength
   1. Instructional areas--
      a. Extent of secondary, post secondary, adult
      b. Are any program areas stressed to the detriment of others?

    2. Quality
    3. Availability

- B. Elements of weakness
    1. Instructional areas
    2. Quality
    3. Availability

For State Director and Program Supervisor Only

- C. New developments
    1. Basic education programs for adults: how coordinated with general education
    2. Most significant changes resulting from VEA, 1963
    3. Has availability of federal funds tended to limit the state's effort to support vocational education?

For CSSO, State Director, State Board of Education Member, Member of State Advisory Council, Member of State Legislature, Program Supervisor of SDVE, Teacher-Trainer (Higher Education), Local School Administrator and a Business or Industrial Representative, if one of the foregoing persons falls into this category.

APPENDIX IV (continued)

P. Worksheet for Analysis of Individual Interviews

State: ________________ Respondent Category: ____________

I. Public Image of the SDVE

A. Quality of Image: (Score: ☐)

Negative	Mediocre	Positive
(1)	(2)	(3)

B. Reasons Given for Image: (☐ ☐ ☐ ☐)

____1. Quality of SDVE Programs
____2. Quality of SDVE Services to Local Schools
____3. Quality of cooperative efforts by SDVE with other agencies
____4. Quality of Public Information (P-R) program.
____5. Amount of public involvement in SDVE program planning and/or implementation
____6. Individual (as differentiated from agency) SDVE staff contacts
____7. Other: (specify) ______________________
____

C. How to Improve Image: (☐ ☐ ☐ ☐)

____1. Improve the quality of SDVE programs
____2. Improve the quality of SDVE services to local schools
____3. Increase cooperation between SDVE and other agencies
____4. Intensify Public Information (P-R) program
____5. Increase amount of public involvement in SDVE program planning and/or implementation
____6. Other: (specify) ______________________
____

II. The Staff of the SDVE

A. **Staff Competence:** (Score: ☐)

Generally Competent (3)	Generally Average (2)	Generally Incompetent (1)

B. **Professional Salary Schedule of SDVE:**

Level of Salaries: (Score: ☐)

High in relation to comparable agencies	(3)
Competitive with comparable agencies	(2)
Low in relation to comparable agencies	(1)

C. **Philosophy of SDVE:** (Score: ☐)

Encourages Innovation (3)	Status Quo (2)	Discourages Innovation (1)

1. What are the strengths?

   a.

   b.

   c.

2. What are the weaknesses?

   a.

   b.

   c.

D. Personnel Policies:

1. How salaries of staff are determined:

a ☐ b ☐ c ☐ d ☐ e ☐

____a. Individual determinations by SDVE Director
____b. Salary schedule based upon civil service classification system
____c. Salary schedule determined by State Board of Education (vocational)
____d. Individual determinations by State Board of Education (vocational)
____e. Other: (specify)____________________
____

2. Professional Personnel Evaluation:

a. Is there a system for periodic evaluation of professional staff?

_____Yes _____No _____Not Known

b. If yes, evaluation is done by whom? _____
____

c. If yes, what is the degree of acceptance?

Good	Fair	Poor
(3)	(2)	(1)

d. What problems (obstacles) are expressed?

1)

2)

3)

4)

e. What are the favorable aspects? (bridges)

1)

2)

3)

4)

5)

3. Professional Staff In-Service educational experiences:

a. Are professional staff in-service educational experiences provided?

_____Yes _____No _____Not Known

b. What problems expressed?

1)

2)

3)

4)

5)

c. What are the strengths of the program?

1)

2)

3)

4)

5)

E. Professional Staff Recruitment:

1. Is there a problem?

_____Yes _____No _____Not Known

2. What problems are expressed?

____a. Age requirements
____b. Sex requirements
____c. Religious or racial factors
____d. Prior experience requirements
____e. Educational requirements
____f. State Certification requirements
____g. Other: (specify) ____________________
____

3. What strengths in recruitment?

a.

b.

c.

d.

e.

III. SDVE Relationships

A. With Local Educational Agencies

1. Quality of relationship:

Strong (3)	Average (2)	Weak (1)

2. What are the strengths?

a.

b.

c.

d.

e.

3. What are the weaknesses?

a.

b.

c.

d.

e.

B. With Other State Agencies

1. Relations with the state finance agency which affect SDVE administration

a. What state finance officer decisions aid SDVE administration?

1)

2)

3)

4)

5)

b. What state finance decisions hinder SDVE administration?

1)

2)

3)

4)

5)

c. Quality of Relationship

Strong (3)	Average (2)	Weak (1)

2. Other state agencies with which SDVE has relationships affecting training efforts

a. Does the SDVE have relationships with other state agencies concerning training efforts?

_____Yes _____No _____Not Known

b. Quality of Relationship

Strong (3)	Average (2)	Weak (1)

c. What are the strengths? (also, indicate agencies)

1)

2)

3)

4)

5)

d. What are the weaknesses? (also, indicate agencies)

1)

2)

3)

4)

5)

C. With Federal Agencies

1. Quality of Relationship

Good	Average	Poor
(3)	(2)	(1)

2. What are the problems in working with federal agencies?

a.

b.

c.

d.

e.

3. What are the advantages (strengths) in working with federal agencies?

a.

b.

c.

d.

e.

D. With the Public (see I)

1. Use of Media

a. Quality of use

Good	Average	Poor
(3)	(2)	(1)

b. Extent of use

A Great Deal	Some	Little or No
(3)	(2)	(1)

E. Relationship of SDVE to SDE

1. Quality of relationship

Good	Average	Poor
(3)	(2)	(1)

2. What are the problems (obstacles)?

a.

b.

c.

d.

e.

e.

3. What are the strengths (bridges)?

a.

b.

c.

d.

e.

F. Relationship of SDVE to Higher Education

1. Two-Year Colleges:

   Close cooperation in V.E. programs (3) ☐

   Some cooperation in V.E. programs (2) ☐

   No cooperation in V.E. programs (1) ☐

2. Teacher-Training

   Close cooperation (3) ☐

   Some cooperation (2) ☐

   No relationship (1) ☐

3. Research in Vocational Education

   Close cooperation (3) ☐

   Some cooperation (2) ☐

   No relationship (1) ☐

4. What problems (obstacles) in relationships with higher education?

   a.

   b.

   c.

   d.

   e.

5. What strengths (bridges) in relationships?

   a.

b.

c.

d.

G. SDVE and Utilization of Advisory Committees

1. Kind of Advisory Committees

a.

b.

c.

d.

2. Use of Advisory Committees

____1. Advisory Only
____2. Public Relations
____3. Relations with Legislature
____4. Other: (specify)____________________
____

3. Problems (obstacles) in working with Advisory Committees

a.

b.

c.

d.

e.

4. Strengths (Bridges) in working with Advisory Committees

a.

b.

c.

d.

e.

5. Quality of Relationships

Good	Average	Poor
(3)	(2)	(1)

IV. The State Program of Vocational-Technical Education

A. Quality of Program

Good	Average	Poor
(3)	(2)	(1)

B. Availability of Programs

Available to Most	Available to Some	Unavailable to Many
(3)	(2)	(1)

C. Scope of Programs

Wide variety of established and new developing occupations (3) ____

Some new developing occupations (2) ____

Programs tend to be traditional (1) ____

D. Effect of increased federal funds on level of state's support of vocational education.

____1. State has increased its support.

____2. State support has remained the same.

____3. State support has decreased.

E. What are the strengths of the program?

1.

2.

3.

4.

5.

F. What are the weaknesses of the program?

1.

2.

3.

4.

5.

G. Are any programs stressed to the detriment of others? _____Yes _____No _____Not Known

If yes, which programs? ____________________________
____
____

APPENDIX V

Supplementary Materials for Analysis of Selected State Vocational-Technical Education Staff Positions

APPENDIX V. SUPPLEMENTARY MATERIALS FOR ANALYSIS OF SELECTED STATE VOCATIONAL-TECHNICAL EDUCATION STAFF POSITIONS

A. PERSONAL REPORT OF WORK ACTIVITY AND INSTRUCTIONS

I. Job Description

Specific directions for completing the job description are on the form and self-explanatory.

II. Personal Report of Work Activity

A. Section I - Time

Record the time used for each activity in hour units to the nearest half hour (e.g., planning 1½, misc. ½).

B. Section II - Type of Work: Check (X) One

Professional--refers to work that requires a college degree or equivalent (four years or more of college).

Clerical--work which usually does not require a college degree, such as typing, filing, keeping records, copying, duplicating, checking copy.

C. Section III - Personnel Involved: Check (X) One or More

One space for write-ins is available if choices listed do not apply.

D. Section IV - Description of Work Activity (see definitions, pages 3 and 4)

1. Action: Make only one entry for each space.

Enter the word which best describes each work activity for the day. Use the list provided on the lower margin of the form. However, if none apply, please write in the activity and explain your entry under Comments.

2. **Focus:** Check (X) One, only.

One check represents the primary focus of the activity.

E. After completing the form, please mail each day in one of the enclosed stamped-addressed envelopes.

F. Your personal reports of work activity are confidential to the project.

Program for Research and
Development in
Vocational-Technical
Education
University of California
Berkeley

PERSONAL REPORT OF WORK ACTIVITY

ID Number__________

____
(Day) (Mo.) (Date) (Yr.)

Job Title__________

I TIME	II TYPE of WORK		III PERSONNEL INVOLVED											IV DESCRIPTION OF WORK ACTIVITY									COMMENTS
Record in hour units to nearest half-hr.	(✓) one		(✓) one or more											Action: *	Focus: * (✓) one only								Explanation of entry, suggestions, etc.
	Professional	Clerical	Lay Persons	Students	Teachers(K-12)	Admin. (K-12)	Teachers (13-14)	Admin. (13-14)	Tchrs.(4-yrCol)	Admin.(4-yrCol)	SDE Staff	Self Only	Other-	Enter the word (from the list below) best describing each work activity for today.	Goal Setting	Problem Identification, Defin.	Program Research	Program Design & Development	Program Evaluation	Dissemination	In-Service	Rules, Regulations, Forms	

1. Planning
2. Financing
3. Policy formulation
4. Organizing
5. Staffing
6. Coordination
7. Communication
8. Directing
9. Promoting
10. Consulting
11. Checking Compliance, Inspection
12. Statistical Research
13. Preparation of records and reports
14. Attending professional meetings
15. Travel
16. Misc. (essential) Trivia

Please mail after entries for the day are completed.

* See definitions in Instructions.

APPENDIX V (continued)

B. Job Description Form

ID Number ______

______
(Date Completed)

JOB TITLE ______________________________
(formal title)

____
(working title if different from formal title)

1. Title of your immediate superior ______________

2. Professional Personnel under your supervision ______ (number)

3. Clerical and secretarial persons under your supervision ______ (number)

4. In your own words, briefly describe your responsibilities, work assignment and activities.

APPENDIX V (continued)

C. A Record of Arbitrary Decisions Concerning Position Analysis

1. Regarding blank spaces when an indication of time spent is made without a satisfactory completion of the entire line:

   a. If the Respondent has failed to check either "professional" or "clerical" under "Type of Work," his omission has been ignored and the code written in red below represents his checks only, thus creating a third unwritten category.

   b. If the respondent has failed to check anything under "Personnel," or "Action," or "Focus," the omission was noted on a separate sheet and given to Pat Lantz for clarification (unless an obvious interpretation could be arrived at through extraneous information written in the margins, etc.)

   c. If the respondent indicates time spent in TRAVEL, but does not check a "focus" for the time, the latter area is left blank, and the code is written in red to the left of Number 15 only. (This is based on the assumption that time spent travelling to or from a particular job involvement is considered work, although the person may have spent the hours looking out the window.)

   d. As indicated above, "travel" is recorded with or without a "focus"; "misc.", however, is recorded only if it is given a "focus". If, for example, ½ hour is recorded for 16. Misc. with self or others, and there is no corresponding check under "focus", that line is crossed out in red and indicated above "Time Spent" as "not counted."

2. Wherever the Respondent has indicated time spent having lunch, breakfast, coffee or the like (including church), the activity should be crossed out in red and the words "no work" indicated above, (unless there is a definite focus given, such as a coffee break spent with a student discussing goals, etc.).

3. If several activities were noted on the same horizontal line with no apparent discrimination (e.g., 3 hours spent with SDE Staff on 1. and 7.), the time, personnel involved, focus, etc. are to be proportionately divided among the actions indicated, (e.g., 1½ hours to 1. and 1½ hours to 7.).

4. The Respondent is not allowed to add vertical columns to the categories printed on the form. If, for example, he adds "legislators" and "MDTA Staff" to the "Personnel Involved" column, these must clearly be erased and the figures added to the "others" column.

5. In computing the number of clerical or professional people under the direction of a particular Respondent, the following decisions were made:

    ½ clerical or professional person = 1
    ¼ clerical or professional person = 0
    1 part-time worker = ½ worker = 1
    2 part-time workers = 1 worker = 1

6. In general, an attempt is made to record in red as close an interpretation as possible of the Respondent's attempts to communicate his activities. If, for example, a Respondent spends 10 hours attending a professional conference and indicates 3 hours spent during the conference "communicating with a panel," a special emphasis is thereby put on communication and should be recorded in red as 3 hours for "communication" and 7 hours "attending a professional meeting."

7. All decisions made because of unclear or inconclusive data are indicated on the form in red pencil.

8. In several instances, Respondents who normally work a full day, took ½-day leave for a holiday, a doctor's appointmen vacation or the like. In these cases, the hours and activities for that particular day were prorated to approximate a normal working day. (NOTE: if the time worked that day were considerably less than ½ of the normal workday, as for example, a Respondent who normally worked 8 hours and worked only 2 hours on Good Friday, the day was removed and treated as missing data.)

9. The entries of a part-time or substitute supervisor or director who exhibited very irregular hours, usually less than a normal 8-hour day, were filled in by Dr. Horn and Pat Lantz according to predetermined averages. In some cases, the entire Respondent was discounted pending a future decision as to whether or not he should be completed and used in the study.

10. In some cases, where a Respondent had one day largely incomplete or missing, and where the Respondent had returned an extra day beyond the two-week period complete with data, the extra day was used to substitute for the incomplete or missing day.

11. Wherever a ¼ hour was listed, it was deleted unless a similar ¼ hour was entered on the same day with a duplicate activity, focus, etc. Three-quarters of an hour was treated as an hour.

12. After approximately 10 states were prepared for the computer, a decision was made to keep a separate list for each state of the specific arbitrary decisions that were made for each Respondent in that state. At this time, it was decided that red checks or marks on the activity sheet indicated an arbitrary decision, whereas checks or marks made in blue indicated data that had been missing but was confirmed via the telephone or a letter by the Respondent himself.

APPENDIX VI

Format and Criteria for Self-Analysis of State Agencies for Vocational-Technical Education

FORMAT AND CRITERIA
FOR SELF-ANALYSIS
BY
STATE AGENCIES FOR
VOCATIONAL-TECHNICAL EDUCATION

March 27, 1967

(This is a preliminary draft. Additional revision and refinement are planned; hence, questions and suggestions are solicited by the Project Director.)

This Format and Criteria

is Part of:

A Nationwide Study of the Administration of Vocational-Technical Education at the State Level

Project OE6-2921

Allen Lee
Principal Investigator
and
Project Director

January 1, 1966--March 27, 1967

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

School of Education
University of California
Berkeley, California

Foreword

Since January 1966, as a part of a national study of state-level administration of vocational-technical education, we have been developing this Format and Criteria for Self-Analysis. Many persons, including state directors of vocational education, general educators, lay persons, representatives of many disciplines, management analysts, legislators and others have devoted energies to this effort.

In recent years, there has been nationwide concern about the respective roles of state and federal agencies; the fragmentation of responsibility for education on both state and federal levels; the organization, financing and efficiency of educational institutions; the actual or imagined abdication of some state responsibility for government; the suggested dangers in the growth of federal power centralized in Washington; the use of interstate compacts to solve multistate problems; and the need for change and improvement in state education leadership.

Many politicians, political scientists and journalists would have us believe that state government is dying. If we go much further, warns Senator Strom Thurmond, "in a few years, the states will be nothing more than territories."

Thomas Jefferson warned that the only way to prevent the encroachment of federal power into areas beyond its proper sphere, is to strengthen state governments. During a reapportionment debate last August, Senator Everett Dirksen suggested that soon "the only people interested in state boundaries will be Rand-McNally."

A good example of the need for change and improvement in state governments today is the current status of public education organizations, which have more often than not just grown "like Topsy." Throughout the fifty states, one can observe a hodgepodge of arrangements, influenced by a variety of vested interests and moving with some lack of coordination.

We believe many functions related to education which cannot be efficiently and appropriately performed at the local district level can best be fulfilled at the state level. Concurrently, we believe that strengthening and improving the state agencies for education offers the greatest potential for needed improvement of educational programs in general.

Evaluations of state agencies of vocational education go on continuously, formally and/or informally. They evaluate themselves. They are evaluated by a variety of professional educators. The evaluations which determine the functions and the resources of these divisions are made by the electorate of their representatives in legislatures and governing boards. Evaluations determine the course public education will take. The state agencies know most about their own strengths and weaknesses; hence, there is need for systematic self-analysis.

An informed and public-spirited staff is potentially the most capable and the most trusted group in a state in the development of policy and program. To become such a capable and trusted staff, there must be broad vision, many contacts, time for discussion and reflection and willingness to assume initiative boldly. An evaluation should be realistic, not defensive. It should be geared to state needs, not the desire of individual staff members. It should lead to requests for personnel and funds to do the job that needs to be done.

Sanctionfor the self-evaluation by the state Board and the Legislature is desirable. A state's lay policy-makers should know about the self-evaluation activity from its inception and should be kept informed of progress so that findings and recommendations will not come as a complete shock to them. The wisdom of individual Board members and others is needed in guiding the venture.

An effort has been made to keep the operation of this self-evaluation as simple as possible, but considerable staff time will be required.

We ask that those participating in the use of this Format and Criteria keep in mind:

1. The principal objective is to render a service to the state agency for vocational-technical education.

2. There are (and always will be) inherent differences among the states, and no one pattern or set of

criteria will ever be appropriate for all. Hence, such an instrument as this one should always be considered flexible. Each proposed procedure or suggested criterion should be carefully examined before application--and, if deemed inappropriate, supplemented, revised or deleted to meet the existing situation.

3. Although we believe the instrument in its present status (3-27-67) to be superior to anything developed to date, further refinements are in order. During field use, various persons will serve as observers and will provide detailed critiques to facilitate subsequent improvement of the Format and Criteria.

We will appreciate suggestions for refinement and improvement of this instrument.

Allen Lee

Acknowledgments

The National Association of State Directors of Vocational Education (President, Walter Markham of Massachusetts) appointed a committee which has strongly influenced the development of this Format and Criteria for Self-Analysis of state Agencies for Vocational Education. The committee has included:

1. John A. Beaumont...........Illinois
2. M. A. Browning.............Texas
3. J. R. Cullison.............Arizona
4. C. L. Greiber..............Wisconsin
5. Everett P. Hilton..........Kentucky
6. J. D. Ingram...............Alabama
7. Ernest Kramer..............Washington
8. Walter Markham.............Massachusetts
9. Joseph Murphy..............Connecticut
10. Mark Nichols...............Utah
11. Byrl Shoemaker.............Ohio
12. Cecil Stanley..............Nebraska
13. John W. Struck.............Pennsylvania
14. Robert Winger..............Michigan

A three-day workshop was held on campus in July 1966 for the purpose of identifying ideas, procedures, criteria and miscellaneous raw materials which proved helpful in this writing. Participants involved a substantial nucleus of state directors of vocational education with an appreciable number of persons from general education, an outstanding management analyst (Freeman Holmer), and representatives of other disciplines. Among the states represented at the workshop were:

Alaska
Arizona
Arkansas
California
Delaware
Florida
Georgia
Indiana
Kansas
Massachusetts
Minnesota
Mississippi
Missouri
Nevada
New Mexico
New York
North Dakota
Oregon
Rhode Island
South Dakota
Tennessee
Texas
Utah
Washington
Washington D. C.
West Virginia
Wisconsin
Wyoming

The initial "brainstorming" for the development of this Format and Criteria was done with Dr. Arthur Hearn, Professor of Education at the University of Oregon. Out of this interaction came the appointment of a consulting committee which gave most valuable assistance. The committee included:

1. Dr. James Ellingson, Director of Instruction, Oregon State Department of Education
2. Dr. Arthur Hearn, Professor of Education, University of Oregon
3. Dr. Howard Horner, Deputy Superintendent, David Douglas Schools (Portland)
4. Dr. William Loomis, Director of Vocational Education, Oregon State Department of Education
5. Dr. Henry TenPas, Professor of Agricultural Education, Oregon State University

Information gathered nationally by staff members of the research project (of which this Format and Criteria is a part) has been of inestimable value. Dr. Frank Bennett's assistance in interpreting the consensus of the committee of consultants was of vital importance. The critiquing and contribution of Dr. H. M. Hamlin was especially helpful in our effort to give the Format and Criteria a national and forward-looking (rather than a state, regional or status quo orientation. Dr. Boyd Applegarth, Dr. Edward E. Holt, Dr. John Nasman, and Dr. Phyllis Warren likewise gave valuable assistance and advice.

The encouragement and facilitating efforts of Dean Theodore L. Reller, James L. Jarrett, J. Chester Swanson and Edgar R. Morphet constituted a determining factor in the achievement to date.

As a result of detailed study and experiences, we have borrowed and adapted ideas from such excellent works as those of the National Council for the Accreditation of Teacher Education, Evaluative Criteria for Secondary Schools and the Western Association of Schools and Colleges.

We are indebted to those listed above as well as the many other persons whose suggestions have been so discerning and helpful in the design and development of this Format and Criteria.

Allen Lee

TABLE OF CONTENTS

PAGE

Foreword .... -i-

Acknowledgments .... -iv-

Chapters

I. INTRODUCTION

A. Terminology Embodied in a Concept of Occupational Education 1

B. Overview and Purposes of the Format and Criteria 2

C. Inherent Assumptions 4

D. General Guidelines for Using the Format and Criteria 5

II. PROCEDURES

A. Preliminary Consideration 6

B. Selection of Co-Chairmen 7

C. Orientation of Agency and Other Concerned Personnel 7

D. Selection and Orientation of the Steering Committee 7

E. Selection and Orientation of Other Committees 9

F. Development of a Calendar for Action 10

G. Selection and Use of a Visiting Committee 11

H. Preparation of the Preliminary Report, the Visiting Committee Report, and the Final Report 13

PAGE

III. NARRATIVE DESCRIPTIONS

A. The Philosophy and Objectives of the Agency 15

B. The State Board and the Legal Basis for the Agency 16

C. The Organizational Structure of the Agency and Its Relationship to the Total Education Structure 17

D. The Agency Staff 18

E. Facilities and Internal Supporting Services for the Agency 20

F. Programs 21

IV. INSTRUCTIONS, SYMBOLS AND SUGGESTED CRITERIA FOR SELF-ANALYSIS OF THE AGENCY

Overview 22

A. Criteria and Analysis of the Philosophy and Objectives of the Agency 24

B. Criteria and Analysis of the State Board and the Legal Basis for the Agency 27

C. Criteria and Analysis of the Organizational Structure of the Agency and Its Relationship to the Total Education Structure 30

D. Analysis of Individual Program Areas

1. Agriculture Education 38

2. Business and Office Education 39

3. Distributive Education 40

4. Health Occupations Education 41

5. Home Economics Education 42

PAGE

D. Analysis of Individual Program Areas (cont.)

6. Technical Education 43

7. Trade and Industrial Education 44

8. 45

E. Criteria and Analysis of the Administrative Functions of the Overall Agency

1. Researching 46

2. Planning 54

3. Policy Formulating 59

4. Staffing 62

5. Financing 72

6. Promoting 79

7. Directing 88

8. Coordinating 93

9. Communicating 98

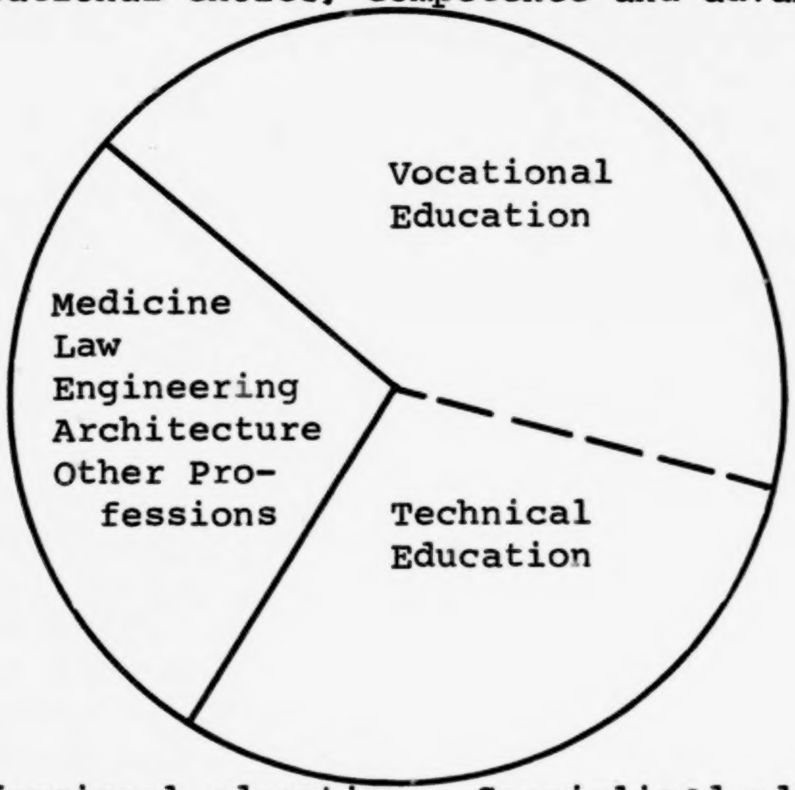
10. Facilities and Equipment 106

CHAPTER I

INTRODUCTION

A. Terminology Embodied in a Concept of Occupational Education

1. Occupational education: Education designed to contribute to occupational choice, competence and advancement.


Vocational
Education
Medicine
Law
Engineering
Architecture
Other Professions
Technical
Education

a. Professional education: Specialized education for occupations requiring four or more years of college preparation.

b. Practical arts education: Education in agriculture, business, distribution, home economics, industry and similar fields which is not designed to prepare for a particular occupation or a cluster of related occupations.

c. Technical education: Specialized education for occupations ordinarily requiring two or more years of preparation beyond the high school which emphasizes the science, mathematics and laboratory procedures related to the occupations for which the students are preparing.

d. Vocational education: Specialized education for a particular nonprofessional occupation or a cluster of these occupations.

2. Adult education: Education of persons who have temporarily or permanently discontinued their full-time schooling.

3. Area schools: Junior and community colleges, vocational schools, technical institutes and branches of universities which serve areas usually larger than school districts.

4. Agency: That which is sometimes called the "State Division of Vocational Education," "State Department of Vocational Education," etc.

5. The Board: The body of persons usually known as the "State Board for Vocational Education" with control over the Agency. The membership may or may not be identical with that of the State Board of Education.

B. Overview and Purposes of the Format and Criteria

This Format and Criteria is intended as a guide to assist state agencies[*] for vocational education to evaluate their administrative organization and practices through self-analysis. The intent is not to prescribe or advocate any particular type of administrative pattern. There are variations in legal requirements and governmental structure among the several states, and the administrative organization in each of the states must necessarily reflect these variations. There is probably no single pattern of administrative organization that is either appropriate or acceptable to all states.

---

[*] Variously known by such titles as "State Division of Vocational Education," "State Department of Vocational Education," etc.

Obviously, the criteria listed here cannot cover all facets of administration, but must be regarded as a sampling of potential problem areas. As the self-analysis activity progresses, participants are urged to identify additional areas of concern.

To provide flexibility necessary to meet a variety of administrative patterns, the criteria have been developed around generally accepted principles of administration. Some of the criteria are specific to vocational education. Others can be applied to any type of organization. The evaluation is conducted by having appropriate staff make appraisals in terms of suggested criteria (or their revisions of suggested criteria). Criteria should be deleted, revised and added as deemed appropriate during the self-analysis.

Those participating in the evaluation are asked to indicate what they believe the current situation to be. Preliminary results are then examined by a visiting team which may raise additional questions and give reactions to Agency staff for consideration before the final report is prepared by Agency staff. Obviously, where there is inadequate information or misunderstanding, perceptions of the current situation will not always be accurate, but distorted perceptions may be just as harmful to morale and efficiency as real problems. Because people act according to what they believe, it is important to know how staff members and others involved with the administration of vocational education at the state level feel about the practices and organization of the Agency.

Perhaps the greatest value that can accrue from any self-study is a willingness for introspection; a consciousness that all organizations have problems and a desire to do something about solving these problems. The selection of self-study as the most logical approach to evaluation was based on an assumption that state agencies for vocational education know more about their own strengths and weaknesses and constitute the determining factor in improving the latter.

C. Inherent Assumptions*

1. The citizenry has ultimate control over public occupational education.

2. Public policy for occupational education is enacted by the electorate or its representatives in the legislature and in governing boards.

3. The Agency is responsible for advising about public policy for occupational education and for executing policy officially enacted.

4. The Agency is conducted in keeping with basic American ideals and values.

5. Everyone needs appropriate occupational education, provided at appropriate times and places.

6. The entire system of public education contributes to occupational education, not merely the portions currently labeled "vocational."

7. The Agency shares responsibilities for public occupational education with divisions of the State Department of Education and with other State agencies.

8.

9.

10.

---

* These should be revised, deleted and supplemented to meet the Agency's preferences and the current situation.

D. General Guidelines for Using the Format and Criteria

1. Involvement of Staff

The criteria are designed to assess feelings about administrative practices and will be of greatest value when results are obtained from a broad spectrum of persons involved with the Agency.

The evaluation should involve as many staff members as possible from all levels of the organization. The top administration must, however, be responsible for the self-analysis procedure.

2. Flexibility

Not all of the criteria will apply to any one agency. Where participants feel that a criterion as listed is not appropriate, they should feel free to change it. Each Agency is urged to use the evaluation materials to the extent that they are valuable to the Agency and to omit those parts which are not considered to be useful.

3. The Anonymity of Responses

It is suggested that the best results will be obtained if the persons participating are identified only by group and not by name. Some staff members may not feel free to express their real feelings unless they have some guarantee of anonymity. There are many ways of accomplishing this.

4. Use of the Results

This is a self-analysis for the benefit of the Agency. The results may be used in any way that the Board and the administration of the Agency may desire. No concept of accreditation or approval by an outside agency should be inferred from the use of this evaluation, nor should the criteria be construed to be a set of fixed standards. Results will be of maximum value if they are implemented in improved administrative practices.

CHAPTER II

PROCEDURES

A. Preliminary Consideration

State education agencies are in a position--currently and even more so potentially--to exert the greatest impact and influence upon education in the classrooms of the Nation. These agencies have, to widely varying degrees, only approached their potential.

Adequate utilization of the Format and Criteria affords an opportunity to facilitate marked improvement in the administration of these agencies and consequently in education programs. On the other hand, adequate utilization of the instrument will require a significant amount of time from staff which may already be overloaded. Potential benefits should be weighed and compared with costs.

Of possibly even greater significance is the possibility that the self-analysis may result in staff recommendations for changes which may or may not be compatible with preconceived opinions and desires of others concerned.

These and related factors and procedures should be thoroughly explained and discussed with top administrative personnel in the vocational agency and with the chief state school officer (unless there are separate boards). The state board for vocational-technical education and the state advisory committee may be informed or involved to advantage. These actions should be viewed as essential to the ultimate success of the self-analysis activity.

At this stage in the development of the Format and Criteria, interested state agencies should call upon the research director (Allen Lee) who will arrange a discussion of pertinent questions which should be resolved before the Agency makes a formal decision concerning involvement in the self-analysis procedure.

Following the thorough explanation and discussions suggested above, the Agency may elect to make formal use of the Format and Criteria for Self-Analysis which would involve the various steps described hereafter.

B. Selection of Co-Chairmen

For top-level coordination of the formal Self-Analysis, co-chairmen are desirable--one selected from the Agency staff and one from the cooperating University.

Eventually many persons will become familiar with the use of the Format and Criteria for Self-Analysis by State Agencies for Vocational-Technical Education. During the interim, initial contact should be with the Director of the Project under whom the current instrument has been developed, who will suggest a staff member (University) who is competent and knowledgeable to work with the state director of vocational education (or his designee) as co-chairman of the Self-Analysis for the Agency.

C. Orientation of Agency Personnel and Other Concerned Personnel

This should include most or all of the Agency staff as well as others concerned. The co-chairmen (above) should plan and conduct an Agency staff meeting to explain purposes and procedures, answer questions, promote commitment and involvement, etc. The orientation of staff will also involve several subsequent meetings with various Agency committees (discussed hereafter).

D. Selection and Orientation of the Steering Committee

A Steering Committee composed of Agency staff and chaired by the Agency person serving as co-chairman of the Self-Analysis (note Chapter II.B. above) serves to plan, coordinate and supervise the many details of the Agency's Self-Analysis. The members of this vital committee should be selected from the Agency staff. Usually five or more members are needed, so that the various segments or areas of the vocational Agency will be adequately represented.

The duties of this Steering Committee are to:

1. Appoint and coordinate the work of the ten committees needed to complete the analysis of Administrative Functions of the Overall Agency (Chapter IV, part E)

2. Appoint committees to analyze individual programs of the Agency

3. Formulate a time table for action including a schedule of staff meetings to review and approve committee reports

4. Prepare brief statements regarding the following:

    (a) Philosophy and Objectives of the Agency
    (b) Function of the State Board and the legal basis of the Agency
    (c) Organizational structure of the Agency and its relationship to the total educational structure
    (d) Physical facilities and supporting services
    (e) Agency staff (numbers, training, experience, etc.)

5. Supervise collection of data including information such as:

    (a) Constitutional and legislative provisions, State Board policies and State Department regulations defining functions of the Division
    (b) Minutes of meetings during the previous year affecting the Division of Vocational Education
    (c) Types of public occupational education organized within and outside the Division
    (d) Advisory committees, their organization and activities
    (e) Major subdivisions of the Division of Vocational Education

- (f) Statements of Division procedures
- (g) Personnel policies effective in the Division
- (h) Salary schedule
- (i) Responsibilities of the Division for the recruitment, education and certification of personnel for occupational education
- (j) Relationships with other agencies involved in occupational education
- (k) Provisions for public information and relationships
- (l) Budgetary, requisition and accounting procedures
- (m) Preparation and distribution of State Plans and reports
- (n) Services available: legal, statistical, graphic arts, consultant, others

6. Serve as committee to make the analyses of the Organizational Structure as outlined in Chapter IV, parts A, B and C

7. Coordinate preparation of all committee preliminary reports (including total staff reactions to initial drafts of the various preliminary reports)

8. Coordinate consideration (by total Agency staff) of Visiting Committee reactions

9. Coordinate and supervise preparation of final reports of the Self-Analysis

E. Selection and Orientation of Other Committees

The Steering Committee, in addition to serving as a steering committee per se, should serve as the analysis committee for three areas of activity. These are:

1. Philosophy and Objectives of the Agency

2. The State Board and Legal Basis of the Agency

3. The Organizational Structure of the Agency and Its Relationship to the Total Educational Structure of the State

F. Development of a Calendar for Action

The Steering Committee should assume responsibility for discussing many activities with the Agency staff, with the several committees, with the Co-Chairmen and with others concerned. With the benefit of such discussion, the Steering Committee should then develop and implement plans and a calendar for:

1. Appointment and orientation of committees
2. Preparation of Narrative Descriptive Statements (Note Chapter III.):
   a. Philosophy and Objectives
   b. State Board
   c. Administrative and Organizational Structure
3. Compilation and distribution of data necessary for completion of reports and use of the Visiting Committee. (See Chapter II, part D.5.)
4. Compilation of brief descriptive statements regarding various programs of the Agency. (See Chapter III, part F.)
5. Presentation of initial drafts of Preliminary reports by each committee for consideration of Agency staff
6. Completion of final drafts of Preliminary reports from each committee
7. Distribution (to Visiting Committee members) of Preliminary reports from each committee
8. Scheduling of observation visits by Visiting Committee
9. Completion of Visiting Committee Reports on their reactions to Preliminary Committee Reports
10. Consideration of Visiting Committee Reports by individual committees

11. Consideration of initial drafts of Final Reports prepared by staff committees

The Steering Committee should also have the responsibility for causing the total staff and other appropriate persons to be adequately informed and periodically briefed on the progress of the Self-Analysis activity.

In addition, the Steering Committee should appoint several committees in each of two other areas:

1. A committee for each of the Agency programs (See Chapter III, part F.)

2. A committee for each of ten areas listed under "Administrative Functions of the Overall Agency" (See Chapter IV, part E.)

The Steering Committee thus has the responsibility for directing the total Self-Analysis operation, serving as an analysis committee for three areas, for appointing and overseeing the work of ten administrative committees, for appointing and overseeing the work of an additional number of Program analysis committees, and for causing the materials and information outlined under part 5 of section D of this Chapter (II) to be gathered.

G. Selection and Use of the Visiting Committee

The purpose of this committee is to provide outside perspective for reactions to the Preliminary Reports of analyses prepared by the several Staff committees of the Agency.

The size and composition of the Visiting Committee should be determined by the Agency's needs and available resources. Membership should include persons such as:

1. A state director of vocational-technical education
2. Program supervisors
3. University teacher educators
4. Management analysts
5. School administrators
6. Community college and/or area school personnel

7. State board members
8. Teachers
9. Lay Advisory group members
10. Others deemed appropriate

The Co-Chairmen, after due consultation with Agency personnel, should cause invitations to be sent to agreed-upon persons.

The Steering Committee should arrange facilities, other resources deemed necessary and a calendar of activity for the Visiting Committee including:

1. A headquarters room

2. Data concerning the Agency

3. Copies of staff committee Preliminary Reports (to be reviewed by Visiting Committee before site visitation)

4. A date and arrangements for Visiting Committee to observe and confer in the Agency

5. A date and arrangements for completion of reports by individual Visiting Committee members and joint review of these individual Visiting Committee Reports to facilitate completion of one overall Report which represents a consensus of the entire Visiting Committee. (This report should then be presented to the Co-Chairmen of the Self-Analysis.)

6. A date and arrangements for a meeting of the Visiting Committee with Agency committees and staff to discuss reactions and reports.

A typical schedule for the Visiting Committee might include a total of four days--one day devoted to advanced study of Preliminary reports and three days on site for such purposes as reviewing reports, conferring with various Agency personnel, asking questions, meeting with the Steering and other committees, finalizing Visiting Committee reports and presenting and discussing the Visiting Committee Report with the staff of the Agency.

H. Preparation of the Preliminary Report, The Visiting Committee Report, and the Final Report

1. The Preliminary Report

As previously mentioned, this document will include three reports prepared by the Steering Committee, ten reports on administrative functions of the Agency, and a report from a committee for each of the Agency programs.

In general, each committee should first prepare a tentative draft of its Preliminary Report, with consideration to the suggested guidelines and criteria. (Note Chapters I, III and especially IV.)

Then, the committee should prepare and discuss this tentative draft of the Preliminary Report with the total Agency staff--after which the final draft of the committee's Preliminary Report can be completed and given to the Steering Committee for subsequent review by the Visiting Committee (official copies to be retained in the Agency).

2. The Visiting Committee Report

The Visiting Committee should follow a procedure somewhat similar to the above. After reviewing copies of the Preliminary Reports, the Visiting Committee should then make an on-site visit to the Agency to observe, confer and gain additional needed information.

Individual members of the Visiting Committee may then prepare tentative drafts of their reports, which they will then review with the total Visiting Committee and thus develop a single consensus or final and official report of the Visiting Committee for submission to the Steering Committee and eventual consideration by the Agency staff.

3. The Final Report of the Self-Analysis

After the total Agency staff and its several committees have separately and together reviewed and discussed the Visiting Committee's official report, the several Agency committees should proceed to reconsider their respective Preliminary reports in the light of the reactions (Report) of the Visiting Committee.

The Agency committees should then proceed to make any modifications, deletions or additions deemed advisable in their Preliminary Report. Thus, the committees will develop a final draft of their report, which should again be thoroughly discussed at an Agency staff meeting before submission to the Steering Committee. This committee will prepare one Final Report of the Self-Analysis for presentation to the Director of the state Agency and such disposition as he deems in order.

To be most effective, the Final Report should be officially considered by top-level administration, discussed in detail by the State Board and appropriate action taken thereafter to implement the Report.

Official, signed copies of the Preliminary, the Visiting Committee and the Final Reports should be filed in the Agency.

CHAPTER III

NARRATIVE DESCRIPTIONS

A. The Philosophy and Objectives of the Agency

The word "philosophy as used here refers to the theory, system or set of principles which serves as the foundation for the establishment and operation of the Agency. Persons concerned with the Self-Analysis, including the Visiting Committee members, need a current statement of the Agency's philosophy.

The statement of philosophy should be essentially an outline of "This we believe . . . ." It provides a basic frame of reference for operation, and the objectives, policies and operating procedures should reflect the philosophy of the Agency. In effect, the description becomes a yardstick against which the Agency's operation is measured or analyzed, and serves as a frame of reference for the Visiting Committee and others.

The Steering Committee should prepare or cause to have prepared narrative descriptions of several facets of the Agency's activities and programs. These narrative statements should given an overview of the Agency as it is currently. These descriptions should be adequate, but brief.

(The Steering Committee should insert a narrative description of the Agency's current Philosophy and Objectives on one or more pages immediately following the page.)

B. The State Board and the Legal Basis of the Agency

Reference is made to the officially designated Board which is responsible for establishing policies and procedures to govern the vocational-technical activities in the state. In a few states, this is a separate board designated specifically for vocational education. In most states, the Board charged with the over-all supervision of the total educational program also functions as the state Board for vocational education.

In general, there is agreement that good administrative practice requires the Board to function as a policy-making body and to delegate the detailed administration of the Agency to the chief administrative officer. This division of responsibility should be carefully observed by both the Board members and the administration of the Agency.

The Steering Committee should acquire, prepare or otherwise cause to have inserted immediately following this page a narrative statement (adequate, but brief and explicit) describing the State Board, its legal status and that of the Agency.

C. The Organizational Structure of the Agency and Its Relationship to the Total Education Structure of the State

The organizational structure to some extent determines the relationships among the various offices and the functions necessary to carry out the objectives of the Agency. It should (1) fix responsibility, (2) establish definite lines of supervision, and (3) clarify the relationships within the Agency and among others cooperating.

The Steering Committee should acquire and otherwise cause to have inserted (immediately following this page) a description (including charts or diagrams) of the Agency organization. This should show the internal organization and the Agency's relation to the total education structure in the state.

D. The Agency Staff

Details on numbers, training, experience and responsibilities of staff suggest the effectiveness of philosophy, objectives and organization of the Agency.

The Steering Committee should prepare and/or cause to have prepared and inserted (immediately following this page):

1. A brief narrative description of Agency staff
2. An individual vita sheet (similar to the attached) for each professional staff member.

Sample

Individual Vita Sheet for ______________________

Position Title: ________________ Date: _________ Age: _____

1. Nature of Responsibilities (Describe your work.):

2. Training:

3. Experience:

4. Professional Activities: (List recent significant activities including such as professional organization, in-service reading, writing, etc. and other.)

5. Other:

E. Facilities and Internal Supporting Services

The Steering Committee should prepare (or cause to have prepared) a brief but adequate description of the Agency's facilities, equipment and internal supporting services. This description should be inserted immediately following this page.

F. Programs

The Steering Committee is requested to appoint staff committees for each of the Agency's programs. These staff committees should prepare descriptions of their respective programs for insertion immediately following this page. The description of each program should begin on a separate page. Ordinarily, one page for each program will suffice.

CHAPTER IV

INSTRUCTIONS, SYMBOLS AND SUGGESTED CRITERIA FOR SELF-ANALYSIS OF THE AGENCY

Overview

Committees designated by the Steering Committee are requested to analyze numerous facets or areas of the Agency. For most of these areas, this Chapter includes numerous suggested criteria which the Committee is asked to examine--and approve, revise, delete or supplement according to its best judgment before utilizing each criterion in the analysis. No suggested criteria are provided for some committee areas (such as Agency programs--Part D. of this Chapter) but the committees are requested to identify their perceptions of existing strengths and weaknesses.

Where suggested criteria are given, space is provided in the left-hand column for the Agency Committee (only) to indicate its analysis of the existing situation so far as each criterion is concerned. Space is provided in the right-hand column for the Visiting Committee (only) to indicate the extent to which it concurs with the Agency Committee analysis.

Separate sets of symbols are utilized for the Agency committees and the Visiting Committee respectively as follows:

Symbols for Agency Committee's Use
(Utilize only in left-hand column)

The Agency Committee is requested to indicate its analysis for each criterion by placing one of the following symbols in the space provided in the left-hand column (only):

E--Excellent:	Provisions or conditions are extensive and functioning excellently

VG--Very good:	Provisions or conditions are extensive and functioning quite well
G--Good:	Provisions or conditions are moderately extensive and functioning very well
S--Satisfactory:	Provisions or conditions are moderately extensive and functioning fairly well
F--Fair:	Provisions or conditions are somewhat limited and are functioning fairly well
P--Poor:	Provisions or conditions are limited in extent and functioning poorly
M--Missing:	Provisions or conditions are missing but needed
N--Not needed:	Provisions or conditions are missing but do not apply

Symbols for Visiting Committee's Use
(Utilize only in right-hand column)

The Visiting Committee is requested to indicate the extent to which it concurs with the Agency's analysis for each criterion, by placing one of the following symbols in the space provided in the right-hand column (only):

S--Same:	Indicates general agreement with the Agency's rating
+--Plus:	Indicates you would have given a higher rating
- Minus:	Indicates you would have given a lower rating

Chapter IV (cont.)

A. Criteria and Analysis of the Philosophy and Objectives of the Agency

(See Chapter III-A)

( ) 1. Vocational-technical education is generally recognized as an important segment of the total education program. ( )

( ) 2. The major justification for the State Agency is its service to school districts. ( )

( ) 3. The Agency should assume state-wide leadership in developing personnel, instructional programs and facilities for vocational-technical education. ( )

( ) 4. The Agency should support mutual cooperation among all professional groups in education as vital to the welfare of vocational education. ( )

( ) 5. Any deviation from established policy should be approved by the chief administrative officer of the Agency. ( )

( ) 6. High school drop-outs and persons with special needs are an important service area for vocational education. ( )

( ) 7. The role of the state Agency should be primarily one of leadership and service to vocational education. ( )

( ) 8. The Agency should encourage the maximum local autonomy consistent with effective vocational programs. ( )

( ) 9. The Agency should be impartial and consistent in applying policies and regulations. ( )

( ) 10. The philosophy of an organization should be periodically evaluated and revised as necessary. ( )

( ) 11. The state organization should be responsive to educational innovations and changes in technology. ( )

( ) 12. The state Agency should emphasize that vocational education and general education are supplementary. ( )

( ) 13. The state Agency recognizes that effective vocational-technical education requires the cooperation of the business and industrial community and encourages lay persons to share its deliberations in an advisory capacity. ( )

( ) 14. The philosophy should adequately cover all subject matter ares within vocational-technical education. ( )

( ) 15. The inspection function of the state organization should be no greater than that required to assure compliance with state and Federal regulations. ( )

( ) 16. Mutual faith and respect are prerequisite to good working relationships among people or agencies. ( )

( ) 17. The state Agency should cooperate with other agencies such as the Office of Economic Opportunity, the Employment Service, Vocational Rehabilitation, etc., as they relate to vocational education. ( )

( ) 18.

( ) 19.

( ) 20. ( )

( ) 21. ( )

( ) 22. ( )

In an over-all appraisal of the effectiveness of the "Philosophy and Objectives" please summarize briefly your perceptions of:

Principal strengths:

Principal weaknesses:

Immediate and long-range contemplated strengthening measures:

B. Criteria and Analysis of the State Board and the Legal Basis for the Agency

(See Chapter III-B)

( ) 1. When contacting Agency personnel on official business, members of the Board observe the established channels of communication. ( )

( ) 2. The Board conceives of vocational education as an important part of the total education program. ( )

( ) 3. An accurate record of official actions taken in each Board meeting is maintained. ( )

( ) 4. One person is officially assigned as the permanent secretary to the Board. ( )

( ) 5. There is an adequate and effective information program to keep Board members informed on all facets of vocational education such as fiscal matters, educational trends, issues, problems, etc. ( )

( ) 6. The Board understands its primary role to be that of policy making and observes this in practice. ( )

( ) 7. The Board delegates the responsibility for administering the state Agency to the chief administrative officer. ( )

( ) 8. The Board observes established procedures in the conduct of its meetings. ( )

( ) 9. The Board makes decisions on the basis of information and recommendations from the chief administrative officer. ( )

( ) 21. ( )

( ) 22. ( )

( ) 23. ( )

( ) 24. ( )

In an over-all appraisal of the effectiveness of the State Board and the legal basis for the Agency please summarize briefly your perceptions of:

Principal strengths:

Principal weaknesses:

Immediate and long-range contemplated strengthening measures:

C. Criteria and Analysis of the Organizational Structure of the Agency and Its Relationship to the Total Educational Structure
(See Chapter III-A-3)

( ) 1. The administrative officers of the Agency are adequately involved in all policy decisions affecting vocational-technical education. ( )

( ) 2. The Administration has sufficient autonomy to carry out the objectives of the Agency within a framework of established policies. ( )

( ) 3. The Administration effectively resists pressures to bog down in routine or detailed work assignments. ( )

( ) 4. The administrative officers have sufficient experience in their respective vocational-areas to carry out their assigned responsibilities. ( )

( ) 5. In implementing responsibilities, the Administration emphasizes leadership and de-emphasizes autocratic dictation to a desirable degree. ( )

( ) 6. In delegating responsibilities to subordinates, the framework within which decisions can be made is carefully delimited. ( )

( ) 7. In the interests of economy, the Administration of the Agency utilizes the services of other departments wherever possible. ( )

( ) 8. The potential effect upon all facets of vocational-technical education is considered before policy recommendations are made. ( )

( ) 9. The role of the Administration is primarily one of working with people. ( )

( ) 10. The Administration recognizes the existing informal organization and enlists its support. ( )

( ) 11. Each employee feels that he is making an important contribution to the work of the Agency. ( )

( ) 12. The primary consideration in administering policies is the improvement of vocational-technical education throughout the state. ( )

( ) 13. Policies of the Agency are administered fairly and impartially in dealing with all employees. ( )

( ) 14. Each administrator endeavors to know each of his subordinates as an individual. ( )

( ) 15. The Administration receives and listens to as well as sends communications. ( )

( ) 16. The objectives of the Agency are effectively implemented through the combined efforts of the total staff. ( )

( ) 17. The morale of the staff is a primary concern of the Administration. ( )

( ) 18. The Administration recognizes there is always a reason for and usually a solution to any behavior problem among people. ( )

( ) 19. The Administration gives credit where credit is due. ( )

( ) 20. Where differences of opinion prevail, the subordinate is given opportunity to present his side of the matter. ( )

( ) 21. In exercising the responsibilities assigned to him, each individual reports to and receives direction from a single, clearly identified colleague. ( )

( ) 22. Sufficient authority is delegated to staff members to permit them to carry out their assigned responsibilities. ( )

( ) 23. There is readily available a formal organization chart which clearly defines the duties, responsibilities and working relationships within the Agency. ( )

( ) 24. The number of persons reporting to each supervisor is small enough to permit the development of satisfying working relationships on a person-to-person basis. ( )

( ) 25. Effort is made to keep the responsibilities assigned to any one individual as homogenous as possible. ( )

( ) 26. The organizational structure is flexible enough to assimilate persons with diverse characteristics into an efficient and satisfying job situation. ( )

( ) 27. There is a periodic review of the organizational structure to identify problems, improve efficiency and increase employee satisfaction. ( )

( ) 28. The Board has formally approved the organizational structure of the Agency. ( )

( ) 29. The organizational structure is considered important only as a means of achieving the objectives of the Agency. ( )

( ) 30. The number of positions authorized in the organizational structure is adequate to carry out the objectives of the Agency. ( )

( ) 31. The level at which various decisions can be made is clearly designated and respected. ( )

( ) 32. The chief administrative officer of the Agency for vocational education is at a coordinate level with the heads of other major agencies in the state educational structure. ( )

( ) 33. Each function for which the Agency is responsible is identified and accounted for in the organizational chart. ( )

( ) 34. Adequate provision for organization is made in each of the subject matter areas of vocational-technical education. ( )

( ) 35. The Agency's place in its larger organizational setting is clear and well understood. ( )

( ) 36. All appropriate functions of the Agency have been vested in it. ( )

( ) 37. The Agency's organizational structure has been tailored to the state's present and future educational needs. ( )

( ) 38. The state plan is sufficiently flexible to permit experimentation with new and/or unique programs. ( )

( ) 39. There is a complete and accurate inventory of all supplies and equipment for which the Agency is responsible. ( )

( ) 40. Personnel management is considered a major responsibility of the state director. ( )

( ) 41. Every person in the component has one, and only one, immediate colleague to whom he is directly responsible. ( )

( ) 42. Every person in the component, professional and sub-professional, has been officially informed as to who his immediate administrative supervisor is. ( )

( ) 43. The Agency has one or more persons whose chief responsibility is program development and curriculum development. ( )

( ) 44. The Agency is an integral part of the total educational structure in the state. ( )

( ) 45. Delegation of responsibility within the Agency staff is the accepted pattern of operation. ( )

( ) 46. Constant attention to minimizing the "time-lag" in the Agency activity is the accepted pattern of operation. ( )

( ) 47. The responsibility for administering the various funds within the Agency is clearly defined and specifically assigned. ( )

( ) 48. Each function for which the Agency is responsible is identified and accounted for in the organizational chart and position descriptions. ( )

( ) 49. The organizational structure is considered important only as a means of achieving the objectives of the Agency. ( )

( ) 50. The Administration firmly resists any tendency to become overly-involved in routine or detailed work assignments. ( )

( ) 51. The administration has sufficient autonomy to carry out the objectives of the Agency within a framework of established policies. ( )

( ) 52. There is a representative and functioning advisory committee for vocational education research. ( )

( ) 53. The Board delegates the responsibility for administering the Agency to the state director. ( )

( ) 54. Sufficient authority is delegated to staff members to permit them to carry out their assigned responsibilities. ( )

( ) 55. A formal organization chart which clearly defines the duties, responsibilities and working relationships within the Agency is available. ( )

( ) 56. The number of persons reporting to any one supervisor is small enough to permit the development of satisfying working relationships on a person-to-person basis. ( )

( ) 57. Every effort is made to keep the responsibilities assigned to any one individual as homogenous as possible. ( )

( ) 58. In delegating responsibilities to subordinates, the framework within which decisions can be made is carefully delimited. ( )

( ) 59. Adequate staff time is made available for personnel management. ( )

( ) 60. Policies of the Agency are administered fairly and impartially in dealing with all employees. ( )

( ) 61. Each supervisor attempts to know each of his subordinates as an individual. ( )

( ) 62. It is believed that the objectives of the Agency cannot be effectively implemented without the combined efforts of the total staff. ( )

( ) 63. The morale of the staff is considered to be a primary responsibility of the Administration. ( )

( ) 64. Staff recognition is usually considered to be an effective way of building morale. ( )

( ) 65. Where differences of opinion prevail, it is believed that the subordinate should be entitled to present his side of the matter. ( )

( ) 66. There is a periodic review of the organizational structure to identify problems, improve efficiency and increase employee satisfaction. ( )

( ) 67. Each employee and the Agency feels that he is making an important contribution to the work of the Agency. ( )

( ) 68. The organizational pattern is conducive to effective coordination among staff members in program development and operation in areas of joint responsibility. ( )

( ) 69. Adequate clerical and secretarial services are available to permit professional staff to devote their time to professional activities. ( )

( ) 70. There is adequate and appropriate space available and convenient for staff meetings, conferences and meetings with outside groups. ( )

( ) 71.

( ) 72.

( ) 73.

( ) 74.

( ) 75.

In an over-all appraisal of the effectiveness of the Organizational Structure, please summarize briefly your perceptions of:

Principal strengths:

Principal weaknesses:

Immediate and long-range contemplated strengthening measures:

D. Analysis of Individual Program Areas

For each program area please summarize briefly your perceptions of: Principal Strengths, Principal Weaknesses and Immediate and Long-Range Contemplated Strengthening Measures.

1. Agriculture Education

Principal strengths:

Principal weaknesses:

Immediate and long-range contemplated strengthening measures:

Business and Office Education

Principal Strengths:

Principal Weaknesses:

Immediate and long-range contemplated strengthening measures:

3. Distributive Education

Principal Strengths:

Principal Weaknesses:

Immediate and long-range contemplated strengthening measures:

4. Health Occupations Education

Principal Strengths:

Principal Weaknesses:

Immediate and long-range contemplated strengthening measures:

. Home Economics Education

Principal Strengths:

Principal Weaknesses:

Immediate and long-range contemplated strengthening measures:

6. Technical Education

Principal Strengths:

Principal Weaknesses:

Immediate and long-range contemplated strengthening measures:

Trade and Industrial Education

Principal Strengths:

Principal Weaknesses:

Immediate and long-range contemplated strengthening measures:

8. Other ____________________

Principal Strengths:

Principal Weaknesses:

Immediate and long-range contemplated strengthening measures:

E. Criteria and Analysis of the Administrative Functions

1. Researching

Reference is made to studious inquiry and examination in areas such as the following:

Goal Setting: Defining and/or agreeing upon objectives and aims

Problem Identification and Definition: Determining and assigning priority to obstacles

Program Research: A systematic study of methods, materials and content

Program Design and Development: Devising, planning instructional content, methods and materials to meet objectives

Program Evaluation: Critical study of ideas, materials, or methods involving appraising, rating, or examining

Dissemination: Circulation, dispersion, spreading, promulgation of ideas and information.

Vocational-technical education research should be a cooperative arrangement with the Agency assuming an active leadership role in planning, coordinating and guiding vocational-technical research throughout the state but relying also on other agencies that have time and specialized personnel available.

( ) 1. The role of the Agency in vocational-technical research is clearly defined and approved by the state board. ( )

( ) 2. The responsibility for coordinating vocational-technical research is specifically assigned. ( )

( ) 3. A planned and continuing program of research is available to identify trends and problems and to provide current data on enrollments, costs, placements, manpower requirements, etc. ( )

( ) 4. The Agency encourages and supports the participation of local districts in vocational-technical research. ( )

( ) 5. There are adequate consultant services available to help local districts plan research and obtain financial assistance. ( )

( ) 6. Liaison with institutions of higher education, public and private agencies and local districts on research projects is specifically assigned. ( )

( ) 7. The Agency regards research as an essential part of sound planning and development in vocational-technical education. ( )

( ) 8. Adequate policies to guide the participation of the Agency in research are available and generally understood. ( )

( ) 9. Innovations based on vocational-technical research are field tested. ( )

( ) 10. There is a planned program for reviewing, abstracting and disseminating pertinent research reports to appropriate groups. ( )

( ) 11. The Agency plays a major role in guiding and coordinating the state-wide program of vocational-technical education research. ( )

( ) 12. A comprehensive library of research materials is available to all interested persons ( )

( ) 13. Adequate professional and clerical staff is available to coordinate and state-wide research program. ( )

( ) 14. There is a representative and functioning advisory committee for vocational-technical education research. ( )

( ) 15. The Agency encourages institutions of higher education and other established research agencies to participate in vocational-technical education research. ( )

( ) 16. The Agency plays a key role in determining the policies and activities of the Research Coordinating Unit for vocational-technical education research. ( )

( ) 17. The Agency regards research as an essential part of sound planning and development in vocational education. ( )

( ) 18. The philosophy of its organization as related to the Agency is periodically evaluated and revised as necessary. ( )

( ) 19. The Agency is responsive to educational innovations and changes in technology. ( )

( ) 20. Innovations based on vocational education research are field tested whenever possible and the Agency provides leadership for such activities. ( )

( ) 21. There is a planned program by the Agency for reviewing, abstracting and disseminating pertinent research reports to appropriate groups. ( )

( ) 22. There is a consistent effort on the part of the staff to devise new educational programs and to adapt existing programs to provide for change and changing emerging needs. ( )

( ) 23. The Agency demonstrates a willingness to participate in critical self-study, and such analysis is considered prerequisite to effective evaluation. ( )

( ) 24. The Agency staff utilizes procedures for evaluation that are sufficiently flexible to permit new and/or different approaches to be used in different situations. ( )

( ) 25. Research studies sponsored and participated in by the Agency are based on need, judiciously selected, and well structured; and the findings are used. ( )

( ) 26. Research and follow-up studies are considered basic procedures for evaluating vocational programs. ( )

( ) 27. The state provides special funds for Agency research. ( )

( ) 28. The state maintains a research agency through which needed research may be accomplished. ( )

( ) 29. The Agency provides for a planned continuing program of research to identify trends and problems and to provide current data on enrollment, costs, placements, manpower requirements, investment in facilities, cost-benefit studies, etc. ( )

( ) 30. The Agency's research program maintains a realistic balance between its several purposes in research such as clarification of its responsibilities, determination of unserved areas of responsibility, and evaluation of the effectiveness of its program. ( )

( ) 31. The Agency attempts only essential research. ( )

( ) 32. The Agency attempts to carry on only research for which it has adequate resources to handle. ( )

( ) 33. The Agency uses data from others' research regularly and wisely. ( )

( ) 34. Care and imagination characterize the Agency's determination of research project priority. ( )

( ) 35. The Agency's research program is carefully balanced in its use of time in relation to the other functions of the Agency. ( )

( ) 36. The evaluation of the Agency's activities is essentially a continuous process. ( )

( ) 37. Provision for the evaluation of results is considered an integral part of planning and developing of vocational education by the Agency. ( )

( ) 38 It is the practice of the Agency in the planning of vocational education activities to include provision for the evaluation of results. ( )

( ) 39. The evaluation procedure for each vocational education activity is carefully planned and designed specifically for that activity. ( )

( ) 40. The research staff employ effective techniques for securing "feed-back" from the local educational agencies. ( )

( ) 41. The research staff employ effective techniques for securing "feed-back" from the entire staff. ( )

( ) 42. The staff of the Agency when concerned with research has the literature of vocational education available on an historical and current basis. ( )

( ) 43. Research data are studies and anlyzed and effectively used to guide the agency in its effort to be effective. ( )

( ) 44. The staff rely regularly upon such research data and the Agency's program evidences effective adaptation and use of the data. ( )

( ) 45. Provision is made to evaluate educational innovations being tried out in the state and to promote the adoption of those in proven value. ( )

( ) 46. The Agency cooperates with other agencies, Federal, state and local, in research projects. ( )

( ) 47. It is accepted that the controlling purpose of any evaluation is to determine the extent to which an activity meets its stated objectives. ( )

( ) 48. Clear, concise instruments for the self-evaluation of vocational-technical program by local districts are available. ( )

( ) 49. Placement and follow-up studies are considered basic procedures for evaluating vocational programs. ( )

( ) 50. The Agency emphasizes leadership and minimizes inspection in the evaluation of local activites in vocational-technical education. ( )

( ) 51. Evaluation studies of their vocational-technical programs by local districts are encouraged and supported at the state level. ( )

( ) 52. The minimum standards of achievement for an occupational curriculum are those dictated by the entry jobs in that occupation. ( )

( ) 53. Adequate professional time and clerical assistance is available to carry out the Agency's evaluation function. ( )

( ) 54. Evaluation procedures require that the results be considered tentative until they are reviewed with the persons responsible for the activity under study. ( )

( ) 55. Where published reports are made of evaluation studies, the anonymity of the local district is carefully protected. ( )

( ) 56. A pre-evaluation orientation session is held with those responsible for the activity being evaluated to clarify objectives, procedures, etc. ( )

( ) 57. The responsibility for evaluating various activities is specifically assigned to appropriate staff members. ( )

( ) 58. Wherever possible, the subjectivity of evaluation is reduced by pooling the ratings of several different individuals. ( )

( ) 59. ( )

( ) 60. ( )

( ) 61. ( )

( ) 62. ( )

( ) 63. ( )

In and over-all appraisal of the effectiveness of Agency "Researching" please summarize briefly your perceptions of: ( )

Principal strengths:

Principal weaknesses:

Immediate and long-range contemplated strengthening measures:

2. Planning

Planning is the administrative function through which guidelines for future action by the Agency are developed. The planning function may be divided into two categories. These categories are long-range plans that give general direction to the Agency and short-term plans for the promotion and development of specific projects.

Prerequisite to planning is a determination of what the Agency wishes to accomplish. The planning function then provides a road map for achieving these goals and becomes the basis for estimating the resources required.

Planning should be tentative. It must often be done with a minimum of information and revised periodically as experience indicates. Planning also makes a contribution to communications. A well-developed plan helps those involved understand where they are going and the steps to be followed in achieving the goals.

( ) 1. The planning of vocational-technical activities includes provision for the evaluation of results. ( )

( ) 2. Adequate long-range plans are available to guide the promotion and development of vocational-technical education in the state. ( ) ( )

( ) 3. As a minimum, the long-range plans include the state-wide needs for (a) professional staff development, (b) instructional program development and (c) fiscal support. ( )

( ) 4. The Agency has adequate consultant time available to help local districts and other state agencies plan their vocational-technical activities and facilities. ( )

( ) 5. The planning procedures for vocational activities in specialized areas require the involvement of a lay advisory committee competent in these areas. ( )

( ) 6. The state plan of the Agency is readily available and prescribes in precise, clearly written form the mimimum standards acceptable for vocational-technical activities in the state. ( )

( ) 7. The state plan is sufficiently flexible to permit experimentation with new and/or unique programs. ( )

( ) 8. The state plan is periodically reviewed and amended as necessary. ( )

( ) 99. Planning that affects local districts is done cooperatively with representatives of these districts. ( )

( ) 10. The long-range planning of the Agency gives adequate consideration to all facets of vocational-technical education. ( )

( ) 11. Both the long-range plans and the specific plans for particular projects are based on the best research data available. ( )

( ) 12. The traditional divisions within vocational education do not restrict the planning function of the Agency. ( )

( ) 13. Where small district organization inhibits the development of adequate vocational-technical activities, the Agency initiates plans for the consolidation of resources on an area basis. ( )

( ) 14. The high school drop-ourts, adults, and other persons with special needs are adequately provided for through the planning function of the Agency. ( )

( ) 15. The Agency encourages the involvement of specialists from outside the Agency in the planning function. ( )

( ) 16. The planning of vocational-technical activities is realistic in terms of the resources available. ( )

( ) 17. The plans of the Agency are always based on a carefully developed set of goals to be accomplished. ( )

( ) 18. The planning for the evaluation of any vocational activity is done cooperatively with those responsible for that activity. ( )

( ) 19. The planning process utilizes extensive data on manpower needs and employment opportunities, program information, and data on other public and private instructional programs. ( )

( ) 20. Provision is made in the planning process for the advice and consultation of representatives of local educational agencies, labor and management, and related agencies. ( )

( ) 21. The Agency plans cooperatively to avoid conflict with other components of education. ( )

( ) 22. All professional staff members have an opportunity to actively and consistently participate in planning the state's program of vocational education. ( )

( ) 23. The leadership provides for the continual review and revision of operating policies for adaptation to changing conditions and needs fo the state. ( )

( ) 24. A written report is made of each evaluation as a guide for planning new progarms or improving existing ones. ( )

( ) 25. An evaluation is considered of value only to the extent that it contributes to improved vocational education activities in the state. ( )

( ) 26. An adequate program of pre-service training for vocational personnel and the Agency's responsibility for planning such programs is recognized. ( )

( ) 27. The Agency planning includes provisions for adequate and usable resources to vocational guidance materials which are available to the counselors in local educational agencies. ( )

( ) 28. A planned program of vocational guidance workshops is available to the counselors of the state. ( )

( ) 29. There is available a planned program for identifying and recruiting potential vocational education personnel. ( )

( ) 30. Up-to-date information on testing programs and other criteria for selecting students in the various occupational programs is available to local district personnel. ( )

( ) 31. The members of the Agency staff assume leadership in initiating action toward improved program standards and in developing adequate programs for meeting newly discovered educational needs. ( )

( ) 32. ( )

( ) 33. ( )

( ) 34. ( )

( ) 35. ( )

( ) 36. ( )

In an over-all appraisal of the effectiveness of Agency "Planning" please summarize briefly your perceptions of:

Principal strengths:

Principal weaknesses:

Immediate and long-range contemplated strengthening measures:

3. Policy Formulating

Creating or developing governing principles, plans or guidelines.

( ) 1. The State Board for Vocational Education understands its primary role to be that of policy making. ( )

( ) 2. The Board has a clear understanding of its legal powers and limitations. ( )

( ) 3. The Agency's staff is given opportunity to participate in its own policy formulation. ( )

( ) 4. The staff of the Agency accepts an active responsibility for initiating, developing and reviewing policy. ( )

( ) 5. In its policy formulation activities the Board seeks the advice of concerned groups throughout the state. ( )

( ) 6. Proposals for policies or revisions are planned in anticipation of the state's needs or before potential problems arise. ( )

( ) 7. Proposed policies for Board consideration are submitted in writing and include evidence from research and experience, feasible alternatives and expected results. ( )

( ) 8. Systematically codified and indexed policies and revisions are promptly distributed to all persons affected or interested. ( )

( ) 9. The Agency's policy includes the use of a state advisory committee as provided for in the 1963 National Vocational Education Act. ( )

( ) 10. Any deviation from established policy is first approved by the chief administrative officer of the Agency. ( )

( ) 11. When decisions are made at higher levels as a matter of necessity without involvement of those affected, an explanation and rationale of the decision is made. ( )

( ) 12. Written policy statements are available in clear and concise form to all concerned. ( )

( ) 13. Except for matters specifically exempted by stated policy, all official business of the Board is discussed openly in public meetings. ( )

( ) 14. The policies governing the use of capital outlay funds of the Agency are sufficiently flexible to permit the support of unusual or unique projects. ( )

( ) 15.

( ) 16.

( ) 17.

( ) 18.

( ) 19.

In an over-all appraisal of the effectiveness of Agency "Policy Formulating" please summarize briefly your perceptions of:

Principal strengths:

Principal weaknesses:

Immediate and long-range contemplated strengthening measures:

4. Staffing

Recruiting, selecting, placing and providing for employees.

( ) 1. The beginning salary is sufficient to attract qualified applicants. ( )

( ) 2. A clear, concise job description which defines the duties and responsibilities for each position is available to all interested persons. ( )

( ) 3. The interviews with applicants and the selection of potential candidates involves at least some of the persons who will work directly with the new employee. ( )

( ) 4. Fitness for the job is the primary consideration in selecting new employees. ( )

( ) 5. There is a formal orientation program for inducting all new employees into the organization. ( )

( ) 6. Supervisors hold a periodic follow-up interview with new employees to help them make a satisfactory adjustment to their job situation. ( )

( ) 7. Staffing is regarded as one of the most important administrative functions. ( )

( ) 8. Candidates have an opportunity to review the appropriate job description before applying for employment. ( )

( ) 9. The responsibility for each phase of orienting a new employee is clearly defined and assigned to the appropriate staff member. ( )

( ) 10. Staff members have sufficient office space and adequate provision for privacy. ( )

( ) 11. Adequate clerical services are available to to all professional staff members. ( )

( ) 12. The turnover among employees is not sufficient to damage the efficiency of the Agency. ( )

( ) 13. Personnel procedures are carried out with the minimum paper work consistent with good practice. ( )

( ) 14. Employees generally feel free to discuss their personnel problems with their immediate supervisors. ( )

( ) 15. There is a definite salary schedule with stated increments from the minimum to the maximum. ( )

( ) 16. Detailed policies on salaries, retirement, sick leave, travel and other fringe benefits are clearly stated, compiled in convenient form and available to all interested persons. ( )

( ) 17. All employees assigned to positions of equal responsibility receive equal compensation. ( )

( ) 18. The salary schedule is adequate to hold qualified employees. ( )

( ) 19. Deviations from the salary schedule are made only upon written consideration and with the approval of the Board. ( )

( ) 20. The personnel policies include a reasonable provision for sick leave. ( )

( ) 21. An adequate retirement program is available to all employees. ( )

( ) 22. Employees may participate in an adequate program of group life and health insurance. ( )

( ) 23. There is adequate compensation for travel and subsistence when employees work away from their official headquarters. ( )

( ) 24. Policies of the Board permit staff members to obtain leave for the purpose of professional development. ( )

( ) 25. The Agency makes pertinent articles on professional development available to staff members and appropriate local personnel. ( )

( ) 26. Personnel of the Agency selected to attend professional development conferences normally include some staff members from the operating levels. ( )

( ) 27. The Agency recognizes that ultimately the quality of instruction depends primarily on the supervisory and instructional leadership available in the local district. ( )

( ) 28. The ultimate goal of professional development is to make an adequate supply of qualified supervisory and instructional personnel available at the local level. ( )

( ) 29. Procedures for the periodic evaluation of employee performance are clearly stated and available to all interested persons. ( )

( ) 30. Employees are given an opportunity to review their evaluations and to present comments before they are considered final. ( )

( ) 31. When the evaluation of an employee is unsatisfactory, the comments of both the administrator and the employee are written and included in the personnel file. ( )

( ) 32. There is a clearly stated grievance procedure through which any employee may appeal a personnel problem through channels to the highest level of the Agency. ( )

( ) 33. Reprisals will not be made against employees if grievances are appealed through established procedures. ( )

( ) 34. Transfers within the Agency are made only after full discussion with those involved and with maximum consideration for the transferred employee's welfare. ( )

( ) 35. The personnel file of each employee is maintained accurately and completely. ( )

( ) 36. Fitness for the job is the most important consideration in selecting candidates for promotion within the Agency. ( )

( ) 37. Dismissals from the Agency are made as a last resort after all efforts to adjust the employee have failed. ( )

( ) 38. The lines of supervision are observed in channeling communications on personnel matters to employees so that all persons involved are kept informed. ( )

( ) 39. On personnel matters, the Administration deals with each employee involved as an individual person. ( )

( ) 40. When a personnel decision adversely affects an employee, he is given a full explanation of the reasons for the decision. ( )

( ) 41. The administration encourages honest discussion between the employee and his supervisor on a person-to-person basis as the most effective means of solving potential personnel problems. ( )

( ) 42. The personnel policies under which the Agency operates are clearly stated, compiled in convenient form and available to all interested persons. ( )

( ) 43. Personnel management is considered a major responsibility of the chief administrative officer. ( )

( ) 44. The details of personnel management are delegated to a personnel officer who reports to the chief administrative officer. ( )

( ) 45. Adequate staff time is made available for personnel management. ( )

( ) 46. Liaison with other agencies involved in personnel management is the responsibility of the personnel officer. ( )

( ) 47. Information in the employee's personnel file is confidential and available only to the employee and the responsible administrative staff. ( )

( ) 48. Effective personnel management is considered an important factor in the successful operation of the Agency. ( )

( ) 49. Personnel policies are periodically reviewed with the staff. ( )

( ) 50. Personnel policies are administered with a dedication to the fairness and as much consideration for the employee as possible. ( )

( ) 51. There is available a planned program for identifying and recruiting potential vocational teacher candidates. ( )

( ) 52. The role of the Agency in the pre-service program of vocational teacher education is primarily one of leadership and support. ( )

( ) 53. The Agency plays an adequate role in establishing policies, setting standards and evaluating the various programs of vocational teacher education. ( )

( ) 54. The programs of professional development for vocational teachers and supervisors are periodically evaluated and revised as necessary. ( )

( ) 55. There is evidence of mutual respect and good working relationships between the Agency and the institutions of higher education that offer vocational teacher education programs. ( )

( ) 56. The professional development program includes a pre-service orientation for part-time teachers of adults. ( )

( ) 57. An adequate program of in-serve seminars and workshops for upgrading vocational-technical teachers is available. ( )

( ) 58. There is an adequate program of in-service professional development for local supervisors of vocational-technical education. ( )

( ) 59. The division of responsibility for professional development between the Agency and institutions of higher education is clearly defined and respected. ( )

( ) 60. The Agency has an adequate role in establishing policy and setting standards for the certification of vocational teachers and supervisors. ( )

( ) 61. The actual process of certification is the responsibility of the regular certification agency of the state. ( )

( ) 62. There is mutual respect, understanding and good working relationships among the various agencies involved in the certification of vocational teachers and supervisors. ( )

( ) 63. The Agency actively promotes and encourages the development of professional vocational education associations. ( )

( ) 64. The Agency actively promotes and encourages the development of student vocational organizations such as FFA, FHA, DECA, etc. ( )

( ) 65. The role of the Agency in professional vocational education associations and student vocational organizations is one of assistance without domination. ( )

( ) 66. Highest priority is given to care in staffing because the Agency recognizes that staff competency is of primary importance to effectiveness. ( )

( ) 67. The Agency is constantly alert to seek out strong leadership, as vacancies or new positions may occur, in order to maintain an appropriately balanced staff to carry out the Agency's goals and responsibilities. ( )

( ) 68. The attitude of the Agency in staffing is consistent with its stated philosophy and objective for vocational education. ( )

( ) 69. At employment all new staff members are made clearly aware of the Agency's expectations and provisions for further training to correct deficiencies and/or further growth. ( )

( ) 70. The Agency's definition of its staff need is clear, well adapted to the program needs of the state and realistically applied. ( )

( ) 71. The Agency currently has office and facility provision for an adequate staff. ( )

( ) 72. The Agency currently has financial provision provisions for an adequate staff. ( )

( ) 73. The responsibility for liaison with each project of program development is specifically assigned to a qualified staff member. ( )

( ) 74. The responsibility for editing news releases and checking their compliance to Board policies is delegated to a specific person. ( )

( ) 75. The responsibility for compiling and editing the budget in its final form is specially assigned. ( )

( ) 76. Staff meetings are held periodically and on special call. Agendas are prepared for staff meetings and general minutes are kept. ( )

( ) 77. New ideas and proposals for program or management innovation are actively solicited from the staff by the component's leadership. ( )

( ) 78. The responsibility for evaluating various activities is specifically assigned to appropriate staff members. ( )

( ) 79. Agency staff at all levels are expected to maintain close contact with business and industry through cooperative arrangements for plant visitations, conferences, advisory groups and/or periodicals. ( )

( ) 80. Agency staff must have a sound philosophy regarding work and the importance of work in people's lives and reflect this in their leadership. ( )

( ) 81. Special staff assignments are the result of joint decisions between the various program supervisors concerned. ( )

( ) 82. The responsibility for liaison with various employee-employer groups is specifically assigned to the appropriate staff member. ( )

( ) 83. The responsibility for coordinating vocational education research is specifically assigned. ( )

( ) 84. The responsibility for supervising fiscal controls within the Agency is clearly defined and assigned to an individual who reports to the state director. ( )

( ) 85. The responsibility for planning all regular and special program activities is specifically assigned to appropriate staff members. ( )

( ) 86. The number of positions authorized in the organizational structure is adequate to carry out the objectives of the Agency.

( ) 87. The organizational structure is flexible enough to absorb persons with diverse characteristics into an efficient and satisfying job situation. ( )

( ) 88. The Agency staff members have sufficient experience in their respective vocational areas to carry out their assigned responsibilities. ( )

( ) 89. All Agency staff members who handle money are adequately bonded.

( ) 90. Adequate professional time and clerical assistance is available to carry out the Agency's evaluation function. ( )

( ) 91.

( ) 92.

( ) 93.

( ) 94.

( ) 95.

In an over-all appraisal of the effectiveness of Agency "Staffing" please summarize briefly your perceptions of:

Principal strengths:

Principal weaknesses:

Immediate and long-range contemplated strengthening measures:

5. Financing

Criteria for Analysis of the Financing Function

( ) 1. The state Agency is the Agency on the state level through which all vocational funds are distributed. ( )

( ) 2. Federal and state funds are administered by the Agency as prescribed by law. ( )

( ) 3. The development of the annual budget is a major responsibility of the state director of the Agency. ( )

( ) 4. Within a stated framework of policies, the Agency has sufficient autonomy to develop a budget that meets the needs of vocational-technical education in the state. ( )

( ) 5. Any reasonable revisions necessary to administer the annual budget are made by the appropriate administrator in the Agency. ( )

( ) 6. The responsibility for supervising fiscal controls within the agency is clearly defined and assigned to an individual who reports to the chief administrative officer. ( )

( ) 7. The standards for accounting and auditing of Agency funds meet all requirements of state and federal agencies. ( )

( ) 8. The policies on fiscal management are clearly stated and available to all interested persons. ( )

( ) 9. The annual budget of the Agency is based on a well-defined plan of vocational-technical education activities. ( )

( ) 10. Budget items affecting the activities of local districts of other agencies are developed cooperatively with these groups. ( )

( ) 11. All Agency staff members who handle money are adequately bonded. ( )

( ) 12. The development of the annual budget is a major responsibility of the chief administrative officer. ( )

( ) 13. Staff members who administer various budget items are promptly informed when revisions affect their programs. ( )

( ) 14. The responsibility for compiling and editing the budget in its final form is specially assigned. ( )

( ) 15. Budget procedures are sufficiently flexible to permit new or unique programs to be inplemented. ( )

( ) 16. The relationships among agencies involved with fiscal management are clearly defined and generally understood. ( )

( ) 17. In developing the annual budget, every effort is made to develop proper balance among the various types of vocational programs. ( )

( ) 18. The Agency has an adequate voice in the distribution of all state and federal vocational funds. ( )

( ) 19. The responsibility for administering the various budget within the Agency is clearly defined and specifically assigned. ( )

( ) 20. The funds available are reasonably adequate to carry out the stated objective of the Agency. ( )

( ) 21. Clear concise fiscal summaries of budget items are made periodically to keep state board members and the administration of the Agency informed. ( )

( ) 22. Budget items for instructional programs are developed cooperatively with the educational specialists involved. ( )

( ) 23. Within a stated framework of policies, the Agency has sufficient autonomy to develop a budget that meets the needs of vocational-technical education in that state. ( )

( ) 24. Any revisions necessary to balance the annual budget are made by the appropriate administrator in the Agency. ( )

( ) 25. The division of responsibility between staff members involved in fiscal control and those who administer educational programs in clearly defined and generally understood. ( )

( ) 26. The procedures for fiscal control requires the encumbrance of estimated cost when a purchase requisition is processed. ( )

( ) 27. The disbursement of Agency funds from any budget item is made only upon approval of the person responsible for administering this portion of the budget. ( )

( ) 28. There is a complete and accurate inventory of all supplies and equipment for which the Agency is responsible. ( )

( ) 29. The Agency emphasizes, in the use of its funds, a careful balance between administration, maintenance of programs, development of needed programs, the initiative of needed programs and acquistion and maintenance of adequate facilities. ( )

( ) 30. The Agency's awareness of the fact that in the long run availability of funds tends to determine the program has not deterred its progress. ( )

( ) 31. The Agency sees one of its roles as that of interpreting law and assisting local schools to take full and effective advantage of federal and state aid. ( )

( ) 32. Adequate policies are established for effective use of available finances. ( )

( ) 33. The Agency subjects itself to a policy of rigorous evaluation of programs authorized and financed. ( )

( ) 34. The policies for financial support of local programs provide for effective and equitable allocation of available funds for all types of programs required to meet the state's needs. ( )

( ) 35. The Agency judiciously and effectively uses fund allocation to assist programs in the local schools. ( )

( ) 36. Priority is given to districts with the greatest financial need when capital outlay funds are allocated by the Agency. ( )

( ) 37. The Agency assists with the follow-up of applications to various funding agencies for financial assistance. ( )

( ) 38. Where capital outlay funds of the Agency are used, the standards required for construction are clearly stated and readily available. ( )

( ) 39. The policies governing the use of Agency capital outlay funds to purchase equipment for local districts are clearly stated and readily available. ( )

( ) 40. Various staff members perform a consulting service to state and local agencies including state legislators in educational financial matters. ( )

( ) 41. There are adequate consultant services available to help local districts plan and develop applications for financial assistance in vocational-technical education. ( )

( ) 42. The distribution of available funds to the several vocational services is based upon the comparative needs of the state's youth and adults and upon the nature of the labor market. ( )

( ) 43. The Agency evidences constructive leadership in financial matters through the distribution and allocation of funds. ( )

( ) 44. The Agency has an adequate voice in the distribution of all state and federal vocational funds. ( )

( ) 45. Individual programs of vocational instruction are formally approved for reimbursement only if the programs meet the minimum requirements prescribed by the state Board. ( )

( ) 46. Adequate funds are available to perform the services that the Agency deems to be essential. ( )

( ) 47. The instructional programs are adequately financed at the state level in relation to the state's needs and in proportion ot its ability to finance all education (elementary, secondary, and higher education). ( )

( ) 48. Funds available to the Agency have kept pace with increases in the population served and requests for services. ( )

( ) 49. Adequate state and local funds necessary to match available federal funds are provided and no federal funds are lost due to undermatching. ( )

( ) 50. The Agency is alert to the possibility of the foundations which may be interested in funding vocational education projects. ( )

( ) 51. The Agency is alert to identify unusual sources of funds that can be made available to vocational education. ( )

( ) 52. There is a close working relationship with appropriate persons in the United States Department of Health, Education and Welfare which contributes to promoting funds for special projects. ( )

( ) 53. The established procedures for local education agencies to secure state-level financial assistance are efficient and uncomplicated. ( )

( ) 54. The disbursement of Agency funds for various program areas is made only upon approval of the person responsible for such program areas. ( )

( ) 55. When facilities and equipment funds of the Agency are involved, the procedures for accounting, auditing and inventory by the local educational agencies in keeping with state approved practices. ( )

( ) 56. The standards for accounting and auditing of Agency funds meet all requirements of state and federal agencies. ( )

( ) 57.

( ) 58.

( ) 59.

( ) 60.

( ) 61.

In and over-all appraisal of the effectiveness of Agency "Financing" please summarize briefly your perceptions of:

Principal strengths:

Principal weaknesses:

Immediate and long-range contemplated strengthening measures:

6. Promoting

Stimulating and encouraging programs, projects and related activities.

Criteria for Analysis of the Promoting Function

( ) 1. Up-to-date information on testing programs and other criteria for selecting students in the various occupational programs is available to local district personnel. ( )

( ) 2. There is good cooperation and functional working relationships between the Agency for vocational education and other state agencies involved in the development of vocational-technical education programs. ( )

( ) 3. The Agency withdraws support from vocational-technical programs that consistently fail to meet the minimum standards of achievement. ( )

( ) 4. There are acceptable standards for program development, clearly stated, concise and readily available. ( )

( ) 5. There are adequate resources of up-to-date instructional materials available for each of the vocational areas. ( )

( ) 6. The Agency assumes leadership in planning and supporting curriculum development workshops for teachers and supervisors in each of the vocational areas. ( )

( ) 7. Innovations in vocational-technical education by local districts are encouraged and supported at the state level. ( )

( ) 8. The Agency has available qualified consultant services for curriculum development in each of the vocational areas. ( )

( ) 9. Consultants at the state level have adequate time to work with local districts in planning and developing vocational-technical programs. ( )

( ) 10. Occupational surveys and job analyses are encouraged and supported at the state level as the most reliable bases for planning occupational curricula. ( )

( ) 11. Local districts are required to involve lay advisory committees in the development of approved occupational curricula. ( )

( ) 12. The procedures for developing occupational curricula include provision for articulation between educational levels. ( )

( ) 13. The needs of adults are given adequate consideration in the development of vocational-technical program. ( )

( ) 14. A major criterion used in approving new occupational curricula is the anticipated employment opportunities available to students. ( )

( ) 15. The Agency encourages occupation-centered curricula even though these curricula may cut across the traditional divisions within vocational education. ( )

( ) 16. In program development, the Agency encourages the maximum local autonomy consistent with acceptable standards of achievement. ( )

( ) 17. High school drop-outs and other persons with special needs receive adequate consideration in the design and development of vocational programs. ( )

( ) 18. The role of the Agency in the design and development of vocational programs is one of leadership without domination. ( )

( ) 19. The responsibility for liaison with each project of program development is specifically assigned to a qualified staff member. ( )

( ) 20. Adequate and usable resources of vocational guidance materials are available to the counselors in local districts to the state. ( )

( ) 21. The Agency assumes leadership in identifying program development problems throughout the state and in concentrating resources to solve these problems. ( )

( ) 22. The Agency works closely with institutions of higher education and other agencies. ( )

( ) 23. The role of the Agency should be primarily one of leadership and service to vocational education. ( )

( ) 24. The Agency actively promotes and encourages the development of professional vocational education associations. ( )

( ) 25. The Agency actively promotes and encourages the development of student vocational organizations such as FFA, FHA, DECA, VIVA, etc. ( )

( ) 26. The role of the Agency is professional vocational education associations and student vocational organizations is one of assistance without domination. ( )

( ) 27. The Agency has been effective in this type of promotion. ( )

( ) 28. The Agency has key persons responsible for promotion but all staff members are encouraged to continuously assist. ( )

( ) 29. The Agency takes a leadership role in developing new programs to meet educational needs. ( )

( ) 30. The Agency assists state and local agencies in developing and implementing new and in improving existing programs. ( )

( ) 31. The Agency is sensitive to new program needs through expressed interest from local educational agencies, labor, industry and/or successful experiences in other states. ( )

( ) 32. The Agency reacts to needs so discovered or successes experienced promptly by effective used o the information. ( )

( ) 33. The Agency encourages occupation centered curricula even though these curricula may cut across the traditional program areas within vocational education. ( )

( ) 34. The Agency assumes leadership in planning and supporting curriculum development workshops for teachers and supervisors in the various occupational areas. ( )

( ) 35. Innovations in vocational education by local educational agencies are encouraged and supported at the state level. ( )

( ) 36. The Agency provides for qualified consultant services for curriculum development in the various occupational areas. ( )

( ) 37. Staff members are available to local agencies for consultation on program organization, operation and evaluation. ( )

( ) 38. The Agency staff assists and participates in the preparation of curricular materials. ( )

( ) 39. The Agency staff assists and participates in follow-up evaluation and revision of curricular materials. ( )

( ) 40. The Agency staff assists local educational agencies by advising and recommending on proper physical-facility standards. ( )

( ) 41. The Agency recognizes effective vocational education requires the cooperation of the business and industrial community and encourages lay persons to share its deliberations in an advisory capacity. ( )

( ) 42. The Agency maintains a speaker's bureau through which qualified speakers on vocational education can be available to public groups. ( )

( ) 43. There is a planned and continuing program for keeping the legislature and the executive branches of the state government informed about the accomplishments and the needs of vocational education throughout the state. ( )

( ) 44. The Agency assumes responsibility for presenting all of the state-wide needs of vocational education to the legislature and the executive branches of the state government. ( )

( ) 45. The Agency actively engages in formal public relations activities on behalf of vocational education. ( )

( ) 46. The Agency provides leadership in promoting area vocational schools or facilities when such programs are determined to be needed. ( )

( ) 47. The Agency assumes state-wide leadership in providing for the development of personnel, instructional programs and facilities for vocational education. ( )

( ) 48. The role of the Agency in the design and development of vocational programs is one of leadership without domination. ( )

( ) 49. In implementing its responsibilities, the Agency emphasizes leadership and de-emphasizes direction to as great an extent as possible. ( )

( ) 50. It is recognized that effective public relations must be oriented toward specific groups that may be interested in a particular aspect of vocational education. ( )

( ) 51. The Agency's promotional activities include provisions for improving the understanding and coordination between general and vocational programs and are effective in this area. ( )

( ) 52. The Agency's promotional activities include provisions for improvement of the vocational programs are effective in this areas. ( )

( ) 53. The Agency's promotional activities include provisions for developing better understanding and cooperation between local and state agencies and are effective to this end. ( )

( ) 54. Provisions are included in program standards regulations, and reimbursements policies to permit and encourage program development and innovation at both the state and local levels. ( )

( ) 55. The Agency emphasizes leadership and minimizes inspection in the evaluation of local activities in vocational education. ( )

( ) 56. Staff members work closely with administrators, and teachers where effected, in promotional activities. ( )

( ) 57. The Agency recognizes that the primary goal of professional development is to make an adequate supply of qualified supervisory and instructional personnel available at the local level. ( )

( ) 58. The Agency recognizes that ultimately the quality of instruction depends primarily on the supervisory and instructional leadership available in the local educational agencies. ( )

( ) 59. In program development, the Agency encourages the optimum local autonomy consistent with acceptable standards of achievement. ( )

( ) 60. The Agency encourages and supports the participation of local educational agencies in vocational research. ( )

( ) 61. The Agency takes the leadership in providing incentives for local personnel to act as resource persons in their own educational agency and for other agencies. ( )

( ) 62. The Agency is instrumental in developing and maintaining a positive working relationship between local and state personnel. ( )

( ) 63. The Agency exercises care while promoting new programs to support the further development and improvement of all sound existing programs. ( )

( ) 64. Appropriate consideration is given to promoting and maintaining an adequate balance between instructional services for in-school youth and out-of-school youth and adults. ( )

( ) 65. Manpower- and human-resource-need studies are encouraged and supported at the state and local level as a means to determining specific vocational education needs. ( )

( ) 66. Local educational agencies are encouraged to field test innovations in vocational education wherever possible. ( )

( ) 67. Evaluation studies of their vocational programs by local educational agencies encouraged and supported at the state level. ( )

( ) 68. The Agency has adequate consultant time available to help local educational agencies plan their educational activities. ( )

( ) 69. There are adequate consultant services available to help local educational agencies plan research and obtain financial assistance. ( )

( ) 70. The Agency encourages institutions of higher education and other established research agencies to participate in vocational education research. ( )

( ) 71. The role of the Agency in the promoting of preservice and in-service programs of vocational teacher education and leadership development programs is primarily one of leadership and support. ( )

( ) 72. The Agency is concerned with providing for the continuous evaluation of the effectiveness of preservice and in-service teacher education and leadership development programs. ( )

( ) 73.

( ) 74.

( ) 75.

( ) 76.

( ) 77.

In an over-all appraisal of the effectiveness of Agency "Promoting" please summarize briefly your perceptions of:

Principal strengths:

Principal weaknesses:

Immediate and long-range comtemplated strengthening measures:

7. Directing

Instructing, ordering or leading to achieve goals.

( ) 1. The Agency is guided by the philosophy that the administration of vocational programs should be primarily the responsibility of local agencies with due reliance from state and federal levels, and with broad coordination and leadership assistance from the state level. ( )

( ) 2. Local agencies are encouraged to utilize local advisory committees to establish policy affecting the total vocational offerings in a particular situation in order to insure current and adequate programs to serve the community and to help insure cooperation between the various vocational programs. ( )

( ) 3. The local agencies do utilize the planning assistance offered by the Agency and are encouraged to use the available help of state colleges and universities, their local and state advisory committees and/or other agencies. ( )

( ) 4. Insofar as possible local agencies are encouraged to engage in their own supervisory programs with the Agency furnishing constructive aid as needed. ( )

( ) 5. The Agency works with local educational agencies in providing for the periodic evaluation of local programs and on occasion such evaluations are jointly conducted. ( )

( ) 6. The minimum standards set forth in the state plan are precise, clearly written and readily available. ( )

( ) 7. The state plan of the Agency prescribes the minimum standards acceptable for vocational education activities in the state. ( )

( ) 8. The Agency has an adequate role in establishing policy and setting standards for the certification or approval of vocational education personnel. ( )

( ) 9. The actual process of certification when such is involved is the responsibility of the regular certification agency of the state. ( )

( ) 10. The inspection function of the Agency is no greater than that required to assure compliance with state and federal regulations. ( )

( ) 11. The Agency plays a key role in determining the policies and activities of the Research Coordinating Unit for vocational education research. ( )

( ) 12. The Agency plays an appropriate role in establishing policies, setting standards and evaluating the various programs of vocational teacher education. ( )

( ) 13. The Agency, cooperatively with the local educational agencies, conducts, promotes and evaluates pilot programs in vocational education. ( )

( ) 14. The Agency staff members have their major contacts with local administrators rather than other personnel in local educational agencies. ( )

( ) 15. Responsibilities are clearly defined for all members of the staff in the Agency. ( )

( ) 16. The Agency staff recognizes and cooperatively functions within the framework of its organizational pattern. ( )

( ) 17. The Agency's staff members implement their regulatory function only in terms of quality program standards and in keeping with basic democratic principles of supervision and administration. ( )

( ) 18. The Agency has well defined responsibilities for directing the vocational education program within the state and its relationship to local educational agency programs. ( )

( ) 19. A primary function of state-level direction is to aid in providing in each local community the most effective teaching-learning situation. ( )

( ) 20. Regular and special statistical, financial and narrative reports are required of agencies conducting programs on a cooperative basis with the Agency. ( )

( ) 21. State staff make periodic evaluations necessary to insure that state and federal standards are met with respect to reimbursement of instructional programs. ( )

( ) 22. The state staff function in the capacity of consultants to operating educational agency personnel. ( )

( ) 23. The Agency applies policies impartially in dealing with local education agencies. ( )

( ) 24. The Agency is consistent in applying policies and regulations. ( )

( ) 25. The Agency is responsible for vocational education at all appropriate levels of education. ( )

( ) 26. The Agency withdraws support from vocational programs that consistently fail to meet the minimum standards of achievement. ( )

( ) 27. The minimum standards of achievement for any occupational curriculum are those dictated by the entry jobs in that occupation. ( )

( ) 28. Local educational agencies are required to involve lay advisory committees in the development of approved occupational curricula. ( )

( ) 29. ( )

( ) 30. ( )

In an over-all appraisal of the effectiveness of Agency "Directing" please summarize briefly your perceptions of:

Principal strengths:

Principal weaknesses:

Immediate and long-range contemplated strengthening measures:

8. Coordinating

Relating and integrating various aspects of programs and activities.

( ) 1. The basic operating policies and procedures for all program areas in the Agency are developed cooperatively with local educational personnel and are provided in written form for use by both state and local educators in instructional programs. ( )

( ) 2. The members of the Agency's administrative and supervisory staff work cooperatively in developing, promoting and implementing at the local instructional level an expanded and improved program of occupational information and guidance services for all youth. ( )

( ) 3. Sound coordination is accomplished by sincere functional interaction. ( )

( ) 4. The Agency encourages by both example and precept a close working relationship among local vocational personnel and between vocational and non-vocational personnel in each local agency. ( )

( ) 5. There is close communication between the state director and the chief state school officer. ( )

( ) 6. The Agency organization provides for close coordination of the vocational program with other educational programs. ( )

( ) 7. The Agency provides for regular supervising and/or consultant visits to local agencies having vocational programs to further understanding. ( )

( ) 8. The Agency plays a major role in guiding and coordinating the state-wide program of vocational education research. ( )

( ) 9. Planning that affects local districts is done cooperatively with representatives of these districts. ( )

( ) 10. There is good cooperation and functional working relationships between the Agency for vocational education and other state agencies involved in vocational education programs. ( )

( ) 11. When vocational education activities affect other agencies, representatives of these agencies are involved in planning these activities. ( )

( ) 12. The Agency cooperates with other agencies such as the Office of Economic Opportunity, the Employment Service, Vocational Rehabilitation, etc., to supplement the activities of these agencies as they relate to vocational education. ( )

( ) 13. The relationships among agencies involved with fiscal management are clearly defined and generally understood. ( )

( ) 14. In the interests of economy, the administration of the Agency utilizes the services of coordinate agencies wherever possible. ( )

( ) 15. Budget items for instructional programs are developed cooperatively with the educational specialists involved. ( )

( ) 16. The Agency has close working relationships with other agencies involved in the construction of vocational education facilities such as the agency for school facility planning, state fire marshals, etc. ( )

( ) 17. There is mutual respect, understanding and good working relationships among the various agencies involved in the certification of teachers. ( )

( ) 18. Liaison with institutions of higher education, public and private agencies and local educational agencies on research projects is specifically assigned. ( )

( ) 19. The division of responsibility for professional development between the Agency and institutions of higher education is clearly defined and respected. ( )

( ) 20. There is evidence of mutual respect and good working relationships between the Agency and the institutions of higher education that offer vocational teacher education programs. ( )

( ) 21. The Agency works closely with institutions of higher education and other agencies to improve the vocational guidance services to students. ( )

( ) 22. The Agency supports the concept that mutual cooperation among all professional groups in education is vital to the welfare of vocational education. ( )

( ) 23. The procedures for developing occupational curricula include provision for articulation between educational levels. ( )

( ) 24. The Agency subscribes to the principle that vocational education and general education are supplementary. ( )

( ) 25. The Agency encourages the operational principle that maximum local autonomy should contribute to program effectiveness. ( )

( ) 26. The planning for the evaluation of any vocational activity is done cooperatively with those responsible for that activity. ( )

( ) 27. Joint vocational efforts of the Agency are coordinated through committees with the specific fields affected being represented whenever possible. ( )

( ) 28. The characteristics of an effective vocational program are defined or clarified by the Agency staff and opportunities for flexibility and choice are provided to local educational agencies. ( )

( ) 29. In evaluation and development of local vocational programs, recognition is given to the fact that local programs may be at different stages of development. ( )

( ) 30. Cooperative work experience training offered in vocational programs is closely coordinated with the objectives of the institution and the course or program involved. ( )

( ) 31. The Agency's in-service program for its staff is coordinated with the state's system of personnel approval. ( )

( ) 32. ( )

( ) 33. ( )

( ) 34. ( )

( ) 35. ( )

In an over-all appraisal of the effectiveness of Agency "Coordinating" please summarize briefly your perceptions of:

Principal strengths:

Principal weaknesses:

Immediate and long-range contemplated strengthening measures:

9. Communicating

To give or receive information via any media.

( ) 1. Communications is recognized as a two-way street along which information must move up as well as down. ( )

( ) 2. Staff meetings of the Agency are generally characterized by a maximum of "listening" and a minimum of "telling" on the part of the group leader. ( )

( ) 3. Frank and open discussion of mutual problems on a face-to-face basis is generally regarded as the most effective means of communication among people. ( )

( ) 4. An adequately informed staff is recognized as a prerequisite to the development of morale and loyalty in an organization. ( )

( ) 5. Pertinent information from federal and state agencies is abstracted and disseminated by the Agency to local educational agencies and other appropriate groups. ( )

( ) 6. The Agency staff is kept adequately informed of Board actions except those taken in executive sessions. ( )

( ) 7. Communications to Agency personnel are forwarded through the channels of supervision so that all persons involved are kept informed. ( )

( ) 8. The attitudes and practices of the administrative officers encourage the free exchange of information and ideas between staff members and their supervisors. ( )

9. Communicating

To give or receive information via any media.

( ) 1. Communications is recognized as a two-way street along which information must move up as well as down. ( )

( ) 2. Staff meetings of the Agency are generally characterized by a maximum of "listening" and a minimum of "telling" on the part of the group leader. ( )

( ) 3. Frank and open discussion of mutual problems on a face-to-face basis is generally regarded as the most effective means of communication among people. ( )

( ) 4. An adequately informed staff is recognized as a prerequisite to the development of morale and loyalty in an organization. ( )

( ) 5. Pertinent information from federal and state agencies is abstracted and disseminated by the Agency to local educational agencies and other appropriate groups. ( )

( ) 6. The Agency staff is kept adequately informed of Board actions except those taken in executive sessions. ( )

( ) 7. Communications to Agency personnel are forwarded through the channels of supervision so that all persons involved are kept informed. ( )

( ) 8. The attitudes and practices of the administrative officers encourage the free exchange of information and ideas between staff members and their supervisors. ( )

( ) 9. The Agency keeps abreast of vocational education news throughout the state through a clipping service or some similar device. ( )

( ) 10. All releases to news media are approved by the chief administrative officer or his designated representative. ( )

( ) 11. Representatives of the news media usually attend all Board meetings except executive sessions. ( )

( ) 12. The responsibility for editing news releases and checking their compliance to Board policies is delegated to a specific person. ( )

( ) 13. The Agency maintains a planned and continuing program to receive information from and disseminate information to local school personnel involved in vocational-technical education. ( )

( ) 14. The responsibility for liaison with various employee-employer groups is specifically assigned to the appropriate staff member. ( )

( ) 15. The chief administrative officer of the Agency assumes over-all responsibility for public relations. ( )

( ) 16. Providing information to individuals and groups as a basis for their understanding and cooperation is the primary objective of the public relations program. ( )

( ) 17. Good working relationships among individuals are encouraged as fundamental to an effective public relations program. ( )

( ) 18. It is recognized that effective public relations must be oriented toward specific groups that may be interested in a particular aspect of vocational-technical education. ( )

( ) 19. The Agency maintains a speakers bureau through which qualified speakers on vocational-technical education can be available to public groups. ( )

( ) 20. There is a planned and continuing program for keeping the legislature and the executive branche of the state government informed about the accomplishments and the needs of vocational-technical education throughout the state. ( )

( ) 21. All appropriate professional education organizations are included among the special groups to be kept informed through the public relations program. ( )

( ) 22. There are adequate communications between the Agency for vocational education and the other divisions of the state educational structure. ( )

( ) 23. Advisory committees are regarded as an essential part of the Agency's communication system. ( )

( ) 24. The primary consideration in selecting a member for an advisory committee is his potential contribution to the goals of the committee. ( )

( ) 25. Every effort is made to balance the membership of advisory committees so that all groups interested can be represented. ( )

( ) 26. Members of advisory committees receive official confirmation of their appointment from an appropriate authority. ( )

( ) 27. There is available a set of operating policies which define the role of the committee, the duties and responsibilities of members, the relationship of the committee to the Board and the administration of the Agency. ( )

( ) 28. Advisory committee meetings are conducted according to stated rules of procedure which have been accepted by the membership. ( )

( ) 29. There is a planned program for orienting a new member of an advisory committee to his duties and responsibilities. ( )

( ) 30. Staff members of the Agency serve only in a consultant capacity on advisory committees. ( )

( ) 31. Each advisory committee has a chairman officially elected from among its lay membership. ( )

( ) 32. Each meeting of an advisory committee utilizes a carefully planned agenda which has been submitted to the membership prior to the meeting. ( )

( ) 33. The deliberations of the committee are edited and recorded in the official minutes of each meeting. ( )

( ) 34. The responsibility for liaison with each advisory committee is specifically assigned to an appropriate staff member. ( )

( ) 35. The disposition of all recommendations made by the committee is reported back to the membership. ( )

( ) 36. Appropriate recognition is given to lay members for service on advisory committees. ( )

( ) 37. All advisory committees of the Agency meet regularly and are considered active. ( )

( ) 38. Staff meetings are held at regular intervals with a carefully planned agenda of general interest to those attending. ( )

( ) 39. The administration recognizes that good communications are basic to an effective administrative organization. ( )

( ) 40. The administrative officers of the Agency have adequate time available to discuss problems with staff members under their supervision. ( )

( ) 41. All appropriate professional education organizations are included among the special groups to be kept informed through the public relations program by the Agency. ( )

( ) 42. There are adequate communications between the Agency and the other divisions of the state educational structure. ( )

( ) 43. The Agency keeps appropriate local personnel informed of the opportunities to obtain equipment through such agencies as the National Defense Pool, etc. ( )

( ) 44. The Agency maintains a planned and continuing program to receive information from and disseminate information to local educational personnel involved in vocational education. ( )

( ) 45. Policies of the Board are codified, published and available to all interested persons. ( )

( ) 46. There is a planned procedure for informing local Agency personnel of new Board policies and of revisions to old policies. ( )

( ) 47. All releases to news media usually are approved by the state director or his designated representative. ( )

( ) 48. Representatives of the news media usually attend all state Board meetings except executive sessions. ( )

( ) 49. A comprehensive library of research materials, pertinent to the state staff's needs, is available. ( )

( ) 50. Where published reports are made of evaluation studies, the anonymity of the local educational agency is carefully protected. ( )

( ) 51. Clear, concise fiscal summaries of budget items are made periodically to keep Board members and the administration of the Agency informed. ( )

( ) 52. The legislature and the executive branches of the state government are kept informed of the vocational education achievements resulting from previous appropriations. ( )

( ) 53. The division of responsibility between staff members involved in fiscal control and those who administer educational programs is clearly defined and generally understood. ( )

( ) 54. Staff members who administer various budget items are promptly informed when revisions affect their programs. ( )

( ) 55. There is a planned and conscious effort to establish and maintain good, sound professional relations with the state legislature, individual legislators, and the legislative staff. ( )

( ) 56. Leaders of the Agency take advantage of opportunities to appear before the chief state school officer or governing body, legislative committees, the Governor, and other legislative and executive officials. ( )

( ) 57. The Agency prepares reports of its programs and activities designed for and provided to a more general public. ( )

( ) 58. Regular press releases are provided to state and local newspapers. ( )

( ) 59. The Agency staff exerts leadership in setting up machinery and maintaining communications both on a vertical and horizontal basis. ( )

( ) 60. The Agency staff is active in a liaison role between business-industry and the local districts to keep these segments informed of vocational programs and occupational needs. ( )

( ) 61. Real rapport exists between the staff and professional educational groups. ( )

( ) 62.

( ) 63.

( ) 64.

( ) 65.

( ) 66.

In an over-all appraisal of the effectiveness of Agency "Communicating" please summarize briefly your perceptions of:

Principal strengths:

Principal weaknesses:

Immediate and long-range contemplated strengthening measures:

10. Facilities and Equipment

( ) 1. Adequate consultant services for planning vocational-technical education facilities are available to local districts. ( )

( ) 2. The Agency assumes responsibility for presenting all of the state-wide needs of vocational-technical education to the legislature and the executive branches of the state government. ( )

( ) 3. The Agency is alert to identify unusual sources of funds that can be made available to vocational-technical education. ( )

( ) 4. There is a close working relationship with appropriate persons in the Department of Health, Education and Welfare to promote funds for special projects in vocational-technical education. ( )

( ) 5. The Agency works closely with various foundations interested in funding vocational-technical education projects. ( )

( ) 6. There are adequate consultant services available to help local districts plan and develop applications for financial assistance in vocational-technical education. ( )

( ) 7. The Agency conducts cost studies for various types of vocational-technical programs to determine cost per student, investment in facilities, etc. ( )

( ) 8. The Agency assists with the follow-up of applications to various funding agencies for financial assistance. ( )

( ) 9. Where capital outlay funds of the Agency are used, the standards required for construction are clearly stated and readily available. ( )

( ) 10. The Agency has close working relationships with other agencies involved in the construction of vocational-technical education facilities such as divisions of architecture, state fire marshals, etc. ( )

( ) 11. The capital outlay funds of the Agency are made equally available to all appropriate levels of education. ( )

( ) 12. The policies governing the use of capital outlay funds of the Agency are sufficiently flexible to permit the support of unusual or unique projects. ( )

( ) 13. The Agency assumes leadership in making the announcements of surplus property agencies available to local school personnel. ( )

( ) 14. The policies governing the use of Agency capital outlay funds to purchase equipment for local districts are clearly stated and readily available. ( )

( ) 15. Priority is given to districts with the greatest financial need when capital outlay funds are allocated by the Agency. ( )

( ) 16. The Agency keeps appropriate local personnel informed of the opportunities to obtain equipment through such agencies as the National Defense Pool, etc. ( )

( ) 17. Staff members of the Agency keep abreast of new developments in equipment and facilities for their respective areas. ( )

( ) 18. Resources of information on previous construction such as cost/sq. ft., new and unusual design, etc., are available to local districts. ( )

( ) 19. The Agency assumes leadership in planning and developing workshops on vocational-technical facilities when needed. ( )

( ) 20. The legislature and the executive branches of the state government are kept informed of the vocational-technical education achievements resulting from previous appropriations. ( )

( ) 21. When capital outlay funds of the Agency are involved, the procedures for accounting, auditing and inventory of equipment to be followed by local districts are clearly stated and readily available. ( )

( ) 22. ( )

( ) 23. ( )

( ) 24. ( )

( ) 25. ( )

In an over-all appraisal of the effectiveness of Agency "Facilities and Equipment" please summarize briefly your perceptions of:

Principal strengths:

Principal weaknesses:

Immediate and long-range contemplated strengthening measures:

END

DEPT. OF HEALTH
EDUCATION AND
WELFARE

U.S. OFFICE OF
EDUCATION

ERIC

DATE FILMED

8-19-68